**Ursuline College Chatham Catholic Secondary School**

**Pathways To Success**



**Course Calendar**

**ST. CLAIR CATHOLIC DISTRICT SCHOOL BOARD STRATEGIC PLAN 2019-2024**

**OUR MISSION**

**Learning together today, transforming tomorrow**

**OUR PRIORITIES**

**LEARNINC & INNOVATION**

Teaching transferable skills, critical thinking and creativity

**FAITH & WELL-BEINC**

Living Catholic values to foster caring, inclusive and safe spaces

**PARTNERSHIPS**

Engaging families, parish and community

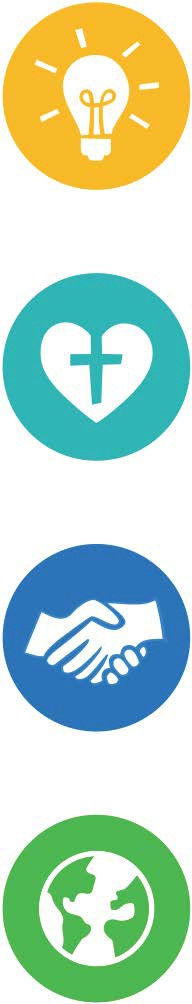
**CATHOLIC CITIZENSHIP**

Inspiring ethical, responsible stewardship

**OUR VALUES**

**Respect rooted in love**

2 **Ursuline College Chatham Catholic Secondary School**



**Excellence for all**

**Accountability to God, self and others**

**Engagement in our work**

**Called to serve our world**

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This resource is produced to help students plan their education pathways and career destinations. Parents/guardians are encouraged to aid in their children’s education plans. The Steps on “How to Choose My Courses” and the Education Planner on pages 6 and 7 will assist students and their parents/guardians with the course selection process.

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### UCC History and Pathways to Success

**UCC History**

Our high school inherits a rich and lasting tradition of Chris- tian education. St. Angela Merici (1474-1540), founder of the Ursuline Religious Order, stressed that her community would serve God’s people principally through education. Much later one of her devoted followers, Mother Mary Xavi- er Le Bihan, sailed from Brittany in northern France and founded a convent and school in a tiny pioneer community, Chatham. Known later as Ursuline College, this school for girls, from 1860 to 1971, drew students from widely scat- tered points in Canada, the United States and even Latin America. In 1972 the school became co-educational and in 1973 our school, through arrangements made with the Kent County Roman Catholic School Board, provided a Catholic high school education for boys and girls from Chatham, and all sections of Kent County. In January 1998, the Kent and Lambton County Separate School Boards amalgamated to form St. Clair Catholic District School Board.

The provincial government granted Catholic schools full funding from Grade Nine to OAC in 1985. This funding has allowed Ursuline College to flourish as a secondary school offering its students programs in every educational area. We are proud of our school because of its long tradition of excel- lence. It has been a quality educational facility since 1860 and will continue this tradition for many generations.

### UCC Philosophy

As a Catholic high school, one of our primary goals is to teach and to encourage our students to live the gospel of Jesus. We expect our students to grow in the knowledge of the Catholic faith and in the principles of living which it demands: love and reverence for God and creation, justice and concern for all people, honesty and desire for truth, un- derstanding of commitment and responsible behaviour.

A positive learning environment combined with a demand for excellence makes Ursuline College a superior educational facility. Guided by our Catholic belief, staff work to expand the growth of each individual student according to the stu- dent’s ability and potential given to him/her by God.

We are an institution that strives to have our students be proud of who they are, be productive individuals in the com- munity, and be people who practise the teaching of Jesus Christ.

We assume that individuals who choose our school are inter- ested in knowing more about the teachings of Jesus Christ. As a facility whose foundation has been built on Catholic tradition, it is expected that each student will participate in the religion classes offered at Ursuline College.

### Pathways to Success

A “program pathway” consists of a combination of courses, supports and experiences that make up students’ education- al programs as they move from Grade Nine to graduation. These supports consist of parental involvement, guidance counsellors, student success teacher, credit recovery, ongo- ing review of the IEP, experiential learning, eLearning, lit- eracy course, and compulsory credit substitutions. Program pathways are clearly aligned with the strengths and learning styles of each individual student.

“Pathways thinking” signals a new way to engage in the course selection process. A program pathway is designed to lead a student to a particular destination. This does not mean, however, that the student will always end up at that destination. Plans can change, and students are encour- aged to make new choices as they revise goals and develop new interests and abilities. The ideal program pathway has built-in flexibility so that new choices can be made without disrupting students’ progress. This takes careful and early planning. Grade Seven is an ideal time to start.

The students’ program pathways should reflect the goals that motivate students to complete their secondary educa- tion. A program pathway facilitates a smooth transition to the next stage of their lives, be that apprenticeship, college, community living, university or the workplace.

### Message to Parents and Students

What students believe about themselves and their oppor- tunities, and what their peers and the adults in their lives believe about them, signficantly influences the choices they make and the degree to which they are able to achieve their goals.

The education and career/life planning policy for Ontario schools is based on the belief that all students can be suc- cessful, that success comes in many forms, and that there are many different pathways to success.

The policy is founded on a vision in which all students leave secondary school with a clear plan for their initial postsec- ondary destination - whether it be apprenticeship training, college, community living, university, or the workplace - and with the confidence that they can revise their plans as they, and the world around them, change. This vision sees stu- dents as the architects of their lives (*Education and Career/ Life Program for Kindergarten to Grade 12, 2013*).

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**Individual Pathways Plan Grade 7 to 12**

### Individual Pathways Plan Grade 7 to 12

**Gain Awareness Grade 7**

Students by the end of Grade 7 will document:

* 2 goals
* 2 interests
* a High School Plan
* a Favourite Occupation
* 1 Reflection

Other Activities:

* Attend a High School Event
* Attend Muskoka Woods

### Identify Strengths Grade 8

Students by the end of Grade 8 will document:

* 2 goals
* 5 Skills and Abilities
* Plan courses for Gr. 9
* a Favourite Occupation
* 2 Reflections

Other Activities:

* High School Guidance Classroom Visit
* Attend a High School Open House

### Self Discovery Grade 9

Students by the end of Grade 9 will document:

* 2 goals
* 2 Extracurricular Activities
* Plan courses for Gr. 10
* a Favourite Opportunity
* a Favourite Occupation
* 2 Reflections

Other Activities:

* Participate in “Take Our Kids to Work” Day
* Guidance Visit
* Attend post-secondary Parent Night
* Co-Op Career Fair

### Explore Opportunities Grade 10

Students by the end of Grade 10 will document:

* 2 goals
* “About Me” article
* Plan courses to Graduation
* a Favourite Opportunity
* Rank top 3 Occupations
* Financial Budget
* 1 Reflection

Other Activities:

* Guidance Visit
* Co-Op Career Fair
* Update Resume

### Gain Experience Grade 11

Students by the end of Grade 11 will document:

* 2 Goals
* Volunteer Work Experience
* Plan courses to Graduation
* a Favourite Opportunity (3 total)
* 2 Reflections

Other Acitivities:

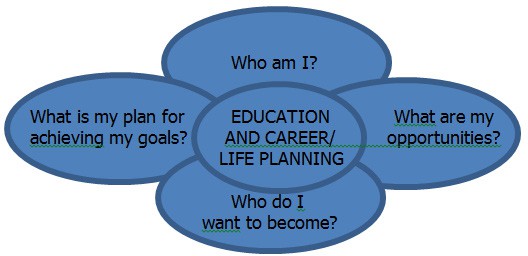
* Guidance Visit
* Experiential Learning such as Cooperative Education, SHSM, OYAP or Dual Credits
* Attend a Post-secondary information night

### Refine Your Plan Grade 12

Students by the end of Grade 12 will document:

* 2 goals
* 2 Achievements
* Plan courses to Graduation
* Rank top 3 Opportunities
* Financial Budget
* 2 Reflections

Other Activities:

* Guidance visit to discuss transition
* Experiential Learning such as Cooperative Education, SHSM, OYAP or Dual Credits
* Attend a post-secondary information night
* Visit post-secondary campuses
* Complete post-secondary applications
* Complete scholarship applications

Login to MyBluePrint: [www.myblueprint.ca/stclair](http://www.myblueprint.ca/stclair)

##### Pathways To Success Course Calendar 5 5

Selecting your courses can be somewhat overwhelming. If you take these six simple steps, you may find your decisions easier to make. A design-down or working-backward approach will help you determine what courses you need in order to pursue the career you want in your future.

**How To Choose My Courses**

### Step 1

**Step 2**

### What career(s) interest me?

Use the following website to help you with your career research. [www.myblueprint.ca/stclair](http://www.myblueprint.ca/stclair)

### Which destination will best serve to lead to my career of choice?

Do research to find out the Grade 12 required courses needed for your destination.

Use the Education Planner (page 6), Pathways Charts (pages 8-13) and Course Selection Charts (pages 14-17) to help you.

**Apprenticeship**

* [www.apprenticesearch.com](http://www.apprenticesearch.com/)
* Click About Trades (at the top)
* Click a Sector
* Research different occupations to find required courses

**College**

* [www.ontariocolleges.ca](http://www.ontariocolleges.ca/)
* Click Find a Program
* Search for desired program
* Click Visit in desired program to

find required courses

**University**

* [www.ouinfo.ca](http://www.ouinfo.ca/)
* Click Find a Program
* Search for desired program
* Compare to find required

courses

**Workplace**

* Refer to the Career Pathways Chart on pages 8-9
* Refer to the Sample Pathways on pages 12-13

### Step 3

Fill in your Grade 12 courses. Keep in mind the required courses from your research above.

##### Grade 12 Courses

English

Religion

Option

Option

Option

Option

Option

Option

**Step 4**

**Step 5**

**Step 6**

Fill in your Grade 11 courses. Keep in mind the prerequi- site courses needed for your Grade 12 courses.

Religion

Mathematics

Option

Option

Option

Option

Option

Fill in your Grade 10 courses. Keep in mind the prerequi- site courses needed for your Grade 11 courses.

**Grade 10 Courses**

**Grade 11 Courses**

English

English

Religion

Mathematics

Science

Careers/Civics

History

Option

Option

Fill in your Grade 9 courses. Keep in mind the prerequi- site courses needed for your Grade 10 courses.

**Grade 9 Courses**

English

Religion

Mathematics

Science

Geography

French

Option

Option

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**Ursuline College Chatham Catholic Secondary School**

40 Hours of Community Involvement Activities

Successful completion of the provincial literacy requirement OSSLT or OSSLC.

2 eLearning credits

**Education Planner**

### Use the following chart to plan your course selection for obtaining your OSSD:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Year One**  **Grade 9** | **Year Two**  **Grade 10** | **Year Three**  **Grade 11** | **Year Four**  **Grade 12** |
| English | English | English | English |
| Religion | Religion | Religion | Religion |
| Mathematics | Mathematics | Mathematics |  |
| Science | Science |  |  |
| Canadian Geography | Canadian History |  |  |
| French | Civics/Career Studies |  |  |
| Arts |  |  |  |
|  |
| Physical Education |  |  |  |
|  |
| Technological Education |  |  |  |
|  |

**Graduation Checklist**

***Choose 2 of 3***

##### 19 Compulsory Credits:

|  |  |
| --- | --- |
| **4** | English |
| **3** | Mathematics |
| **2** | Science |
| **1** | Canadian Geography |
| **1** | Canadian History |
| **1** | Health and Physical Education |
| **1** | The Arts |
| **1** | French as a Second Language |
| **1** | Technological Education |
| **.5** | Career Studies |
| **.5** | Civics |

|  |  |
| --- | --- |
| **One credit from each of the following groups:** | |
| **Group 1** | Additional credit in English, or French as a Second Language, or a Native Language, or a Classical Language or an International Language, or Social Sciences and the Humanities, or Cana- dian and World Studies, or Guidance and Career Education, **or Co-opera- tive Education**.\* |
| **Group 2** | Additional credit in Health and Physi- cal Education, or the Arts, or Business Studies, or French as a Second Lan- guage **or Co-operative Education**.\* |
| **Group 3** | Additional credit in Science (Grade 11 |
|  | or 12), or Technological Education, |
|  | or Computer Studies, or French as a |
|  | Second Language, **or Co-operative** |
|  | **Education**.\* |
| **11 Optional** | **Credits\*\*** |

\* A maximum of two credits in Co-operative Education can count as compulsory credits.

\*\* Will include four Religious Studies credits.

**Pathways To Success Course Calendar**

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**Career Pathways and Suggested Course Electives**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Career Pathway** | **Apprenticeship** | **College** | **University** | **Workplace** |
| **Arts, Communications and Recreation**  Programs related to the hu- manities, recreation and to the performing, visual, literary and  media arts. | * Draftsperson - Mechanical * Draftsperson - Plastic Mold Design * Draftsperson - Tool & Die Design * Special Events Co-ordinator * Entertainment Industry - Electrical Technician * Facilities Mechanic | * Librarian & Museum Technician * Photographer, Graphic Artist * Animator * Copywriter * Fitness Instructor * Recreational Facilities Manager * Multimedia Designer * Actor, Media Announcer * Community Program Planner * Public Relations Officer * Writer, Journalist * Media Consultant * Graphic Designer * Interior Designer | * Librarian, Conservator * Curator, Archivist * Writer, Editor, Journalist * Public Relations Officer * Translator, Interpretor * Director, Producer * Choreographer, Dancer, Cinematog- rapher * Conductor, Composer, Arranger * Musician, Singer * Actor, Painter, Sculptor * Recreational Facilities Manager * Teacher * Designer, Illustrator | * Musical Band Player, Singer * Actor, Comedian, Dancer, DJ * Video Camera Operator * Theatre/Stage Technician * Set Builder/Dresser * Prop Person, Prompter * Fashion Model * Window Display Designer * Artisan/Craftsperson * Photographer * Fitness Instructor * Ski Lift Operator * Sign Maker |
| **Business, Finance, Sales and Service**  Programs related to entrepre- neurship, sales, marketing, hospitality and tourism, com- puter/information systems, fi- nance, accounting, personnel, economics and management | * Appliance Service Technician * Assistant Cook * Baker * Chef * Cook * Gemsetter/Goldsmith * Hairstylist * Interior Decorator * Locksmith * Retail Meat Cutter * Automotive Parts Person * Pool, Hot Tub and Spa Installer * Pool, Hot Tub and Spa Service Tech | * Manager, Supervisor (all sectors) * Human Resource Officer * Customer Service Representative * Insurance and Real Estate Agent * Bookkeeper, Payroll Officer * Secretary, Administrative Clerk * Property Manager * Retail Sales Clerk * Chefs, Restaurant Manager * Police Officer and Firefighter * Conference and Event Planner | * Senior Manager, Supervisor * Financial Auditor * Accountant * Securities Agent * Investment Analyst * Investment Dealer and Broker * Human Resource Specialist * Personnel and Recruitment Officer * Conference and Event Planner * Public Relations Consultant * Teacher * Financial Advisor | * Telephone Surveyor/Solicitor * Mail Room Clerk and Sorter * Business Messenger/Letter Carrier * Travel Counsellor * Airline Ticket/Cargo/Sales Clerk * Tour and Travel Guide * Street Vendor * Food and Beverage Server * Cleaner, Janitor, Housekeeper * Security Guard * Dry Cleaning and Laundry Worker * Shipper/Receiver * Bank Teller, Cashier |
| **Health, Natural and Applied Sciences**  Programs related to the treat- ment of illness and the promo- tion of health. It also includes mathematics, engineering technologies, architectural studies, horticulture, environ- ment and planning. | * Arborist * Agriculture: Dairy or Swine Herder * Fruit Grower * Horticulturalist * Turf Equipment Technician | * Laser Technician * Environmental Consultant * Biomedical Equipment Technician * Civil, Mechanical, Industrial, Electri- cal, Manufacturing, Computer Engi- neering Technician and Technologist * Paramedic and Dental Hygienist * Horticulturalist/Landscape Techni- cian * Agricultural Technologist * Farm Manager * Massage Therapist, Practical Nurse * Veterinarian Technician * Energy Specialist | * Physicist, Astronomer, Chemist, Geologist, Meteorologist * Biologist, Forester, Agriculturalist * Audiologist, Physio and Occupational Therapist * Architect, Urban Planner, Surveyor * Mathematician, Statistician * Physician, Dentist and Veterinarian * Optometrist, Chiropractor, Psycholo- gist and Other Health Professionals * Pharmacist, Dietician and Nutritionist * Nurse Supervisor & Registered Nurse * Engineer: Industrial, Metallurgical, Aerospace, Computer | * Animal Care Worker and Pet Grooming/Kennel Worker * Funeral Assistant * Dental Receptionist * Health Care Aide * Landscaping and Nursery Worker * Groundskeeper * Beef/Poultry/Sheep Producer * Conservation Fishery Worker * Water/Plant Worker * Home Support Worker * Nurse’s Aide/Orderly |
| **Information Technology**  Programs related to com- puter/information systems, information technology sup- port, computer programming or engineering. | * Information Techology Support Ana- lyst - Hardware, Help Desk, Network * Network Cabling Specialist * Optics Technician * Telecommunications Installer and Repairer | * Computer and Network Operator * Web Technician * User Support Technician * Systems Testing Technician * Internet Web Site Technician * Help Desk Technician * Database Administrator * Broadcast Technician | * Computer and Information Systems Professional * Information Systems Analyst * Database Analyst * Data Administrator * Software or Computer Engineer * Computer Programmer * Interactive Media Developer * Web Site Designer and Developer * Computer Security Expert | * Computer Support Technician * Data Entry Clerk * Retail - Computer Games, Com- puter Parts, Communications * Multimedia Sales and Support * Web Master * Web Site Design * Desktop Publisher * Telephone Line Installer/Repair Worker |
| **Social Sciences, Government and Human Services**  Programs related to economic, political and social systems, including education, law and legal studies, law enforce- ment, public administration, child, family, social services and religion. | * Early Childhood Educator * Educational Assistant * Child and Youth Worker | * Early Childhood Educator * Developmental Services Worker * Paralegal * Ergonomist * Educational Assistant * Immigration Worker * Child and Youth Worker * Social Services Worker * Human Resource Specialist * Police Officer * Customs and Immigration Officer * Correctional Worker | * Judge, Lawyer * Educational Administrator * University Professor * College & Other Vocational Instructor * Secondary and Elementary School Teacher * Psychologist, Social Worker, Counsel-   lor, Clergy and Probation Officer   * Economist, Economic Development   Officer, Social Policy Researcher   * Biblical Studies, Pastoral Studies, Theology | * Law Office Worker * Real Estate Agent * Women’s Shelter Worker * Drop-In Centre Worker * Community Service Worker * Aboriginal Outreach Worker * Nanny or Babysitter * Government Courier/Messenger * Religious Assistant * Day Care Worker * Elections Officer/Worker |
| **Trades, Transport and Industrial Technologies**  Programs related to engineer- ing, transportation and related technologies, mechanics and repair, manufacturing tech- nology, precision production, electronics, construction, fisheries management and forestry. | * Automotive Body Repairer * Automotive Service Technician * Truck and Coach Technician * Motorcycle Mechanic * Small Engine Technician * Farm Equipment Technician * Brick and Stone Mason * Construction Trades * General Carpenter * Refrigeration & Air Conditioning Mechanic * Plumber, Steamfitter * Drywall , Acoustic & Lathing Ap- plicator * Mould Maker, Tool and Die Maker * Machinist, Welder * Industrial Mechanic Millright | * Contractor and Trade Supervisor * Transportation (Logistics) Supervisor * Air Traffic Controller * Industrial Instrumentation Techni- cian * Heating and Cooling Technician * Logging and Forestry Supervisor * Computerized Numerical Control (CNC) Operator or Programmer * Technologist: Chemical, Petroleum Refining, Manufacturing, Construc- tion Engineering | * Airport Manager * Railway Manager * Transit Manager * Distribution Manager * Logistics Manager * Warehouse Manager * Plant Manager * Primary Industry Manager (Mining, Fisheries, Forestry, Agriculture) | * Construction Trade Helper and Labourer * Cable Television Service and Maintenance Technician * Motor Vehicle and Transit Driver * Carpet Installer * Foundry Furnace Worker * Oil and Gas Drilling Worker * Logging and Forestry Labourer * Mechanical/Electrical Assembler * Labourer in Processing and Manufacturing * Industrial Butcher, Meat Cutter and Poultry Preparer |

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**Ursuline College Chatham Catholic Secondary School**

**Career Pathways and Suggested Course Electives**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade 9 Suggested Electives** | **Grade 10 Suggested Electives** | **Grade 11 Suggested Electives** | | **Grade 12 Suggested Electives** | |
| * Comprehensive Arts * Dramatic Arts * Expressions of First Nations, Métis, and Inuit Cultures * Healthy Active Living * Instrumental Music * Learning Strategies * Visual Arts * Exploring Technologies | * Communications Technology * Core French * Dance * Discovering the Workplace * Dramatic Arts * Fashion Arts * French Immersion * Healthy Active Living Education * Instrumental Music * Digital Technology and Innovations in the Changing World * Learning Strategies * Spanish * Visual Arts, Crafts * Vocal Music | * Communications * Co-operative Ed. * Core French * Dance * Dramatic Arts * Film Studies * French Immersion * Healthy Active Liv- ing Education * Hospitality * Information & Communication Technology * Instrumental Music | * Languages for Travel * Leadership and Peer Support * Media Studies * Parenting * Personal and Fit- ness Activities * Resistance Training * Spanish * Tech. Design * Travel and Tourism * Visual Arts, Crafts * Vocal Music | * Canadian and World Issues * Communications * Co-operative Ed. * Core French * Dance * Dramatic Arts * Exercise Science * The Fashion Industry * Film Studies * French Immersion * Healthy Active Liv- ing Education | * Information & Communication Technology * Instrumental Music * Mathematics * Spanish * Studies in Litera- ture * Tech. Design * Visual Arts * Vocal Music * World History * Writer’s Craft |
| * Comprehensive Arts * Dramatic Arts * Expressions of First Nations, Métis, and Inuit Cultures * Healthy Active Living * Instrumental Music * Introduction to Business * Learning Strategies * Visual Arts * Exploring Technologies | * Communications Technology * Core French * Discovering the Workplace * Fashion Arts * French Immersion * Hairstyling and Aesthetics * Information and Communication Technology * Introduction to Business * Digital Technology and Innovations in the Changing World * Learning Strategies * Spanish | * Communications * Co-operative Ed. * Core French * Financial Account- ing Fundamentals * French Immersion * Hairstyling and Aesthetics * Hospitality * Information & Communication Technology | * Intro to Anthropol- ogy, Psychology and Sociology * Intro to Computer Programming/ Science * Marketing * Travel and Tourism * Understanding Canadian Law | * Analyzing Current Economic Issues * Building Financial Securities * Canadian and International Law * Communications Technology * Computer Pro- gramming/Science * Core French * Co-operative Ed./ OYAP/Dual Credit | * Entrepreneurship * The Fashion Industry * Financial Account- ing Principles * French Immersion * Information & Communication Technology * International Busi- ness Fundamentals * Mathematics * Spanish |
| * Comprehensive Arts * Dramatic Arts * Expressions of First Nations, Métis, and Inuit Cultures * Healthy Active Living * Instrumental Music * Learning Strategies * Visual Arts * Exploring Technologies | * Core French * Discovering the Workplace * French Immersion * Healthy Active Living Education * Information and Communication Technology * Digital Technology and Innovations in the Changing World * Learning Strategies * Spanish | * Biology, Environmental Science, Chemistry, Physics * Co-operative Education/OYAP * Healthy Active Living Education * Intro to Anthropology, Psychology and Sociology * Intro to Computer Programming/Science * Leadership and Peer Support * Manufacturing Technology * Mathematics * Parenting * Physical Geography * Technological Design * Computer Engineering Technology | | * Biology, Chemistry, Earth and Space Science, Physics, Science * Computer Programming/Science * Co-operative Education/OYAP/Dual Credit * Environment and Resource Management * Exercise Science * Healthy Active Living Education * Leadership and Peer Support * Manufacturing Technology * Mathematics * Technological Design * Computer Engineering Technology | |
| * Comprehensive Arts * Dramatic Arts * Expressions of First Nations, Métis, and Inuit Cultures * Instrumental Music * Healthy Active Living * Instrumental Music * Introduction to Business * Learning Strategies * Visual Arts * Exploring Technologies | * Communications Technology * Discovering the Workplace * Information and Communication Technology * Introduction to Business * Digital Technology and Innovations in the Changing World * Learning Strategies | * Communications Technology * Co-operataive Education/OYAP * Information & Communication Technology * Intro to Computer Programming/Science * Technological Design * Computer Engineering Technology | | * Communications Technology * Computer Programming/Science * Co-operative Education/OYAP/Dual Credit * Information & Communication Technology * Mathematics * Technological Design * Computer Engineering Technology | |
| * Comprehensive Arts * Dramatic Arts * Expressions of First Nations, Métis, and Inuit Cultures * Healthy Active Living * Instrumental Music * Learning Strategies * Visual Arts * Exploring Technologies | * Core French * Discovering the Workplace * French Immersion * Healthy Active Living Education * Digital Technology and Innovations in the Changing World * Learning Strategies * Spanish | * American History * Co-operative Education/|OYAP * Core French * French Immersion * Healthy Active Liv- ing Education * Intro to Anthropol- ogy, Psychology and Sociology * Leadership and Peer Support | * Parenting * Peer Mentoring * Personal and Fit- ness Activities * Physical Geography * Resistance Training * Spanish * Travel and Tourism * Understanding Canadian Law | * Analyzing Current Economic issues * Canadian and International Law * Canadian and World Issues * Co-operative Ed./ OYAP/Dual Credit * Core French * Environment & Resource Mgt. * French Immersion | * Healthy Active Liv- ing Education * Indiv. & Families in a Diverse Society * Issues in Human Growth & Dev. * Leadership and Peer Support * Peer Mentoring * Physical Geography * Spanish * World History |
| * Comprehensive Arts * Dramatic Arts * Expressions of First Nations, Métis, and Inuit Cultures * Healthy Active Living * Instrumental Music * Introduction to Business * Learning Strategies * Visual Arts * Exploring Technologies | * Discovering the Workplace * Fashion Arts * Information and Communication Technology * Introduction to Business * Digital Technology and Innovations in the Changing World * Learning Strategies * Manufacturing Technology * Construction Technology | * Biology, Chemistry, Environmental Science, Physics * Communications Technology * Construction Technology * Co-operative Education/OYAP * Hospitality * Information and Communication Technology * Intro to Computer Programming/Science * Manufacturing Technology * Technological Design * Woodworking Technology * Computer Engineering Technology | | * Biology, Chemistry, Physics * Communications Technology * Computer Programming/Science * Construction Technology * Co-operative Education/OYAP/Dual Credit * Hospitality * Information and Communication Technology * Manufacturing Technology * Technnological Design * Woodworking Technology * Computer Engineering Technology | |

**Pathways To Success Course Calendar**

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**Sample Pathways**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **University (Academic) English/College (Applied) Math and Science Pathway** | | | | |
| **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** | **Destinations** |
| ENL1W0  English | ENG2D0  English  *Academic* | NBE3U0  English  *University* | ENG4U0  English  *University* | University Programs:   * Anthropology * Criminology * English * History * International Relations * Legal Studies * Linguistics * Philosophy * Political Science * Psychology * Social Justice Studies * Social Work * Sociology |
| HRE1O0  Religion  *Open* | HRE2O0  Religion  *Open* | HRT3M0  Religion  *University/College* | HRE4M0  Religion  *University/College* |
| CGC1W0  Geography | CHC2D0  History  *Academic* | CHW3M0  World History  *University/College* | CHY4U0  World History  *University* |
| MTH1W0  Mathematics | MFM2P0  Mathematics  *Applied* | MCF3M0  Functions & Appl  *University/College* | MDM4U0  Data Management  *University* |
| SNC1W0  Science | SNC2P0  Science  *Applied* | CLU3M0  Canadian Law  *University/College* | CLN4U0  Canadian and Int’l Law  *University/College* |
| FSF1D0  French | CHV2O0/GLC2O0  Civics/Careers  *Open* | HSP3C0  Intro to Sociology  *University/College* | HSB4U0  Sociology  *University/College* |
| Arts  *Open* | Option | Option | HHG4M0  Psychology  *University/College* |
| Physical Education  *Open* | Option | Option | Option |
| TAS1O0  Technological Studies  *Open* | Option | Option | Option |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **University (Academic) Pathway** | | |  | |
| **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** | **Destinations** |
| ENL1W0  English | ENG2D0  English  *Academic* | NBE3U0  English  *University* | ENG4U0  English  *University* | University Programs:   * Engineering * Health Science * Kinesiology/Human Kinetics * Medical Science * Nursing * Science |
| HRE1O0  Religion  *Open* | HRE2O0  Religion  *Open* | HRT3M0  Religion  *University/College* | HRE4M0  Religion  *University/College* |
| MTH1W0  Mathematics | MPM2D0  Mathematics  *Academic* | MCR3U0  Functions  *University* | MHF4U0  Advanced Functions  *University* |
| SNC1W0  Science | SNC2D0  Science  *Academic* | SBI3U0  Biology  *University* | SBI4U0  Biology  *University* |
| CGC1W0  Geography | CHC2D0  History  *Academic* | SCH3U0  Chemistry  *University* | SCH4U0  Chemistry  *University* |
| FSF1D0  French | CHV2O0/GLC2O0  Civics/Careers  *Open* | SPH3U0  Physics  *University* | SPH4U0  Physics  *University* |
| Arts  *Open* | Option | Option | MCV4U0  Calculus and Vectors  *University* |
| Physical Education  *Open* | Option | Option | PSK4U0  Exercise Science  *University* |
| TAS1O0  Technological Studies  *Open* | Option | Option | *Option* |  |

NOTE: These are suggested pathways only. Not all courses listed are required courses. Please see your guidance counsellor who can help you create a customized course pathway for your desired destination.

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**Ursuline College Chatham Catholic Secondary School**

**Sample Pathways**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **College (Applied) English/Workplace Math and Science Pathway** | | | | |
| **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** | **Destinations** |
| ENL1W0  English | ENG2P0  English  *Applied* | NBE3C0  English  *College* | ENG4C0  English  *College* | College Programs:   * Child and Youth Worker * Community and Justice Services * Customs Border Services * Developmental Services Worker * Early Childhood Education * Educational Assistant * Journalism * Legal Office Assistant * Native Community Worker * Office Administration * Personal Services Worker * Police Foundations * Protection, Security and Investigation * Social Service Worker |
| HRE1O0  Religion  *Open* | HRE2O0  Religion  *Open* | HRF3O0  Religion  *Open* | HRE4O0  Religion  *Open* |
| CGC1W0  Geography | CHC2P0  History  *Applied* | HPC3O0  Parenting  *Open* | HHG4M0  Psychology  *University/College* |
| MAT1L0  Mathematics  *Workplace* | MAT2L0  Mathematics  *Workplace* | MEL3E0  Mathematics  *Workplace* | PPL4O0  Physical Education  *Open* |
| SNC1L0  Science  *Workplace* | SNC2L0  Science  *Workplace* | CLU3M0  Canadian Law  *University/College* | HSB4U0  Sociology  *University/College* |
| FSF1D0  French | CHV2O0/GLC2O0  Civics/Careers  *Open* | HSP3C0  Intro to Sociology  *University/College* | GWL3O2  Co-op and Dual Credit  *Open* |
| Arts  *Open* | Option | HPC3O0  Parenting  *Open* | GWL3O2  Co-op and Dual Credit  *Open* |
| Physical Education  *Open* | Option | PPL3O0  Physical Education  *Open* | Option |
| TAS1O0  Technological Studies  *Open* | Option | Option |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **College (Applied) Pathway** | | |  | |
| **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** | **Destinations** |
| ENL1W0  English | ENG2P0  English  *Applied* | NBE3C0  English  *College* | ENG4C0  English  *College* | College Programs:   * Cardiovascular Technology * Chemical Laboratory Technician * Dental Assistant/Hygiene * Engineering Technology * Entertainment Technology * Fitness and Health Promotion * Massage Therapy * Medical Laboratory Technology * Occupational Therapist Assistant * Paramedic * Pharmacy Technician * Physiotherapist Assistant * Powerline Technician * Practical Nursing * Pre-Service Firefighting * Respiratory Technology * Ultrasound Technology * Veterinary Technology |
| HRE1O0  Religion  *Open* | HRE2O0  Religion  *Open* | HRF3O0  Religion  *Open* | HRE4O0  Religion  *Open* |
| MTH1W0  Mathematics | MFM2P0  Mathematics  *Applied* | MCF3M0 or MBF3C0  Mathematics  *Univ/Coll or College* | MCT4C0 or MAP4C0  Mathematics  *College* |
| SNC1W0  Science | SNC2P0  Science  *Applied* | SBI3C0  Biology  *College* | SCH4C0  Chemistry  *College* |
| CGC1W0  Geography | CHC2P0  History  *Applied* | HSP3C0  Intro to Sociology  *University/College* | SPH4C0  Physics  *College* |
| FSF1D0  French | CHV2O0/GLC2O0  Civics/Careers  *Open* | PPL3O0  Physical Education  *Open* | GWL3O2  Co-op and Dual Credit  *Open* |
| Arts  *Open* | Option | Option | GWL3O2  Co-op and Dual Credit  *Open* |
| Physical Education  *Open* | Option | Option | Option |
| TAS1O0  Technological Studies  *Open* | Option | Option |  |  |

NOTE: These are suggested pathways only. Not all courses listed are required courses. Please see your guidance counsellor who can help you create a customized course pathway for your desired destination.

**Pathways To Success Course Calendar**

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**Sample Pathways**

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| --- | --- | --- | --- | --- |
| **Carpenter, Cabinet Maker or Construction Pathway** | | | |  |
| **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** | **Destinations** |
| ENL1W0 or ENG1L0  English | ENG2P0 or ENG2L0  English  *Applied or Workplace* | NBE3C0 or ENG3E0  English  *College or Workplace* | ENG4C0 or ENG4E0  English  *College or Workplace* | Employment Opportunities:   * Building Centres * Cabinet Makers * Construction * Furniture Makers * Lumber Yards * Kitchen Designers * Pattern Makers * Renovators * Saw Mill |
| HRE1O0  Religion  *Open* | HRE2O0  Religion  *Open* | HRF3O0  Religion  *Open* | HRE4O0  Religion  *Open* |
| CGC1W0  Geography | CHC2P0  History  *Applied* | TWJ3E0  Woodworking  *Workplace* | TWJ4E0  Woodworking  *Workplace* |
| MTH1W0 or MAT1L0  Mathematics | MFM2P0 or MAT2L0  Mathematics  *Applied or Workplace* | MBF3C0 or MEL3E0  Mathematics  *College or Workplace* | MAP4C0 or MEL4E0  Mathematics  *College or Workplace* |
| SNC1W0 or SNC1L0  Science | SNC2P0 or SNC2L0  Science  *Applied or Workplace* | TCJ3E0  Construction  *Workplace* | TCJ4E0  Construction  *Workplace* |
| FSF1D0  French | CHV2O0/GLC2O0  Civics/Careers  *Open* | GWL3O2  Co-operative Education  *Open* | GWL3O2  Co-operative Education  *Open* |
| Arts  *Open* | TMJ2O0  Manufacturing  *Open* | GWL3O2  Co-operative Education  *Open* | GWL3O2  Co-operative Education  *Open* |
| Physical Education  *Open* | TCJ2O0  Construction Open | Option | Option |
| TAS1O0  Technological Studies  *Open* | Option | Option | Option |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Hairstyling and Aesthetics Pathway** | | |  |  |
| **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** | **Destinations** |
| ENL1W0 or ENG1L0  English | ENG2P0 or ENG2L0  English  *Applied or Workplace* | NBE3C0 or ENG3E0  English  *College or Workplace* | ENG4C0 or ENG4E0  English  *College or Workplace* | Employment Opportunities:   * Beauty Salons * Make-up Artists * Nursing Homes * Retail Specialist * Salon Owner * Skin Care Specialist |
| HRE1O0  Religion  *Open* | HRE2O0  Religion  *Open* | HRF3O0  Religion  *Open* | HRE4O0  Religion  *Open* |
| CGC1W0  Geography | CHC2P0  History  *Applied* | BMI3C0 or BMX3E0  Marketing  *College or Workplace* | BDV4C0  Entrepreneurship  *College* |
| MTH1W0 or MAT1L0  Mathematics | MFM2P0 or MAT2L0  Mathematics  *Applied or Workplace* | MBF3C0 or MEL3E0  Mathematics  *College or Workplace* | GWL3O2  Co-op and Dual Credit  *Open* |
| SNC1W0 or SNC1L0  Science | SNC2P0 or SNC2L0  Science  *Applied or Workplace* | GWL3O2  Co-operative Education  *Open* | GWL3O2  Co-op and Dual Credit  *Open* |
| FSF1D0  French | CHV2O0/GLC2O0  Civics/Careers  *Open* | GWL3O2  Co-operative Education  *Open* | TXJ4E0  Hairstyling & Aesthetics  *Workplace* |
| Arts  *Open* | TXJ2O0  Hairstyling & Aesthetics  *Open* | TXJ3E0  Hairstyling & Aesthetics  *Workplace* | *Option* |
| Physical Education  *Open* | BEP2O0  Intro. to Business Open | Option | *Option* |
| TAS1O0  Technological Studies  *Open* | Option |  |  |  |

NOTE: These are suggested pathways only. Not all courses listed are required courses. Please see your guidance counsellor who can help you create a customized course pathway for your desired destination.

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**Ursuline College Chatham Catholic Secondary School**

**Sample Pathways**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Manufacturing Engineering Pathway** | | |  | |
| **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** | **Destinations** |
| ENL1W0 or ENG1L0  English | ENG2P0 or ENG2L0  English  *Applied or Workplace* | NBE3C0 or ENG3E0  English  *College or Workplace* | ENG4C0 or ENG4E0  English  *College or Workplace* | Employment Opportunities:   * Computer Aided Design (CAD) * Compter Aided Manufacturing (CAM) * General Machinist * Mechanical Engineering Technologist * Sheet Metal Worker * Tool and Die Maker * Welder |
| HRE1O0  Religion  *Open* | HRE2O0  Religion  *Open* | HRF3O0  Religion  *Open* | HRE4O0  Religion  *Open* |
| CGC1W0  Geography | CHC2P0  History  *Applied* | TDJ3M0  Technological Design  *University/College* | TDJ4M0  Technological Design  *University/College* |
| MTH1W0  Mathematics | MPM2D0 or MFM2P0  Mathematics  *Academic or Applied* | MCF3M0 or MBF3C0  Mathematics  *Univ/Coll or College* | MCT4C0 or MAP4C0  Mathematics  *College* |
| SNC1W0 or SNC1L0  Science | SNC2P0 or SNC2L0  Science  *Applied or Workplace* | GWL3O2  Co-operative Education  *Open* | GWL3O2  Co-op and Dual Credit  *Open* |
| FSF1D0  French | CHV2O0/GLC2O0  Civics/Careers  *Open* | GWL3O2  Co-operative Education  *Open* | GWL3O2  Co-op and Dual Credit  *Open* |
| Arts  *Open* | TMJ2O0  Manufacturing  *Open* | TMJ3C0  Manufacturing  *College* | TMJ4C0  Manufacturing  *College* |
| Physical Education  *Open* | Option | Option | Option |
| TAS1O0  Technological Studies  *Open* | Option | Option | Option |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Retail Sales and Service Pathway** | | |  | |
| **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** | **Destinations** |
| ENL1W0 or ENG1L0  English | ENG2P0 or ENG2L0  English  *Applied or Workplace* | NBE3C0 or ENG3E0  English  *College or Workplace* | ENG4C0 or ENG4E0  English  *College or Workplace* | Employment Opportunities:   * Apparel/Fashion Stores * Car Rental * Convenience Stores * Copying/Duplicating Services * Department Stores * Drug Stores * Furniture Stores * Grocery Stores * Lighting Stores * Music/Video/Book Stores * Office Products * Pet Products * Rental Service Stores |
| HRE1O0  Religion  *Open* | HRE2O0  Religion  *Open* | HRF3O0  Religion  *Open* | HRE4O0  Religion  *Open* |
| CGC1W0  Geography | CHC2P0  History  *Applied* | Option | Option |
| MTH1W0 or MAT1L0  Mathematics | MFM2P0 or MAT2L0  Mathematics  *Applied or Workplace* | MBF3C0 or MEL3E0  Mathematics  *College or Workplace* | MAP4C0 or MEL4E0  Mathematics  *College or Workplace* |
| SNC1W0 or SNC1L0  Science | SNC2P0 or SNC2L0  Science  *Applied or Workplace* | GWL3O2  Co-operative Education  *Open* | GWL3O2  Co-operative Education  *Open* |
| FSF1D0  French | CHV2O0/GLC2O0  Civics/Careers  *Open* | GWL3O2  Co-operative Education  *Open* | GWL3O2  Co-operative Education  *Open* |
| Arts  *Open* | Option | BMI3C0 or BMX3E0  Marketing  *College or Workplace* | BDV4C0  Entrepreneurship  *College* |
| Physical Education  *Open* | BEP2O0  Intro. to Business  *Open* | *Option* | BTX4C0 or BTX4E0  Info & Comm Tech  *College or Workplace* |
| TAS1O0  Technological Studies  *Open* | *Option* | *Option* | *Option* |  |

NOTE: These are suggested pathways only. Not all courses listed are required courses. Please see your guidance counsellor who can help you create a customized course pathway for your desired destination.

**Pathways To Success Course Calendar**

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**Course Selection By Department**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COURSE SELECTION** |  | | | |
|  | | | | |
|  | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| **ARTS** |  |  |  |  |
| Comprehensive Arts | ALC1O0 |  |  |  |
| Crafts |  | AWA2O0 | AWA3M0 | AWA4M0 |
| Dance |  | ATC2O0 | ATC3M0 | ATC4M0 |
| Dramatic Arts | ADA1O0 | ADA2O0 | ADA3M0 | ADA4M0 |
| Fashion and Textile Design |  | AWI2O0 | AWI3M0 | AWI4M0 |
| Guitar Music |  | AMG2O0 | AMG3M0 | AMG4M0 |
| Instrumental Music | AMU1O0 | AMU2O0 | AMU3M0 | AMU4M0 |
| Visual Arts | AVI1O0 | AVI2O0 | AVI3M0 | AVI4M0 |
| **BUSINESS STUDIES** |  |  |  |  |
| Launching and Leading a Business |  | BEP2O0 |  |  |
| Information and Communication Technology - The Digital Environ- ment |  |  | BTA3O0 |  |
| Information and Communication Technology - College |  |  |  | BTX4C0 |
| Information and Communication Technology - Workplace |  |  |  | BTX4E0 |
| Financial Accounting - University/College |  |  | BAF3M0 | BAT4M0 |
| Financial Accounting - Workplace |  |  | BAI3E0 |  |
| Marketing: Goods, Services, Events - College |  |  | BMI3C0 |  |
| Marketing: Retail and Services - Workplace |  |  | BMX3E0 |  |
| Introduction to Entrepreneurial Studies |  |  | BDI3C0 |  |
| Entrepreneurship: Venture Planning in an Electronic Age |  |  |  | BDV4C0 |
| International Business Fundamentals |  |  |  | BBB4M0 |
| **CANADIAN AND WORLD STUDIES** |  |  |  |  |
| Issues in Canadian Geography | CGC1W0 |  |  |  |
| Issues in Canadian Geography - French Immersion | CGC1DF |  |  |  |
| World Issues: A Geographic Analysis |  |  |  | CGW4C0 |
| World Issues: A Geographic Analysis |  |  |  | CGW4U0 |
| Civics and Citizenship |  | CHV2O0 |  |  |
| Canadian History Since World War I - Academic |  | CHC2D0 |  |  |
| Canadian History Since World War I - French Immersion |  | CHC2DF |  |  |
| Canadian History Since World War I - Applied |  | CHC2P0 |  |  |
| World History to the End of the Fifteenth Century |  |  | CHW3M0 | CHY4U0 |
| Understanding Canadian Law - University/College |  |  | CLU3M0 |  |
| Understanding Canadian Law in Everyday Life - Workplace |  |  | CLU3E0 |  |

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**Ursuline College Chatham Catholic Secondary School**

**Course Selection By Department**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COURSE SELECTION** |  | | | |
|  | | | | |
|  | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| **CANADIAN AND WORLD STUDIES CONTINUED** |  |  |  |  |
| Legal Studies |  |  |  | CLN4C0 |
| Canadian and International Law |  |  |  | CLN4U0 |
| Analyzing Current Economic Issues |  |  |  | CIA4U0 |
| **CO-OPERATIVE EDUCATION, PEER MENTORING AND LEADERSHIP** |  |  |  |  |
| Creating Opportunities through Co-op Education - 2 Credits |  |  | DCO3O2 |  |
| Co-op Education Linked to a Related Course (or Courses) - 2 Credits |  |  | GWL3O2 | GWL3O2 |
| Co-op Education Linked to a Related Course (or Courses) - 4 Credits |  |  |  | GWL3O4 |
| Leadership and Peer Support - Peer Mentoring |  |  |  | IDC4UP |
| Leadership and Peer Support - Lancer Link |  |  | GPP3OL | IDC4UL |
| **COMPUTER STUDIES** |  |  |  |  |
| Digital Technology and Innovations in the Changing World |  | ICD2O0 |  |  |
| Introduction to Computer Science - College/University |  |  | ICS3C0/ICS3U0 |  |
| Computer Science - College/University |  |  |  | ICS4C0/ICS4U0 |
| **ENGLISH** |  |  |  |  |
| English - Academic/University | ENL1W0 | ENG2D0 |  | ENG4U0 |
| English - Workplace | ENG1L0 | ENG2L0 | ENG3E0 | ENG4E0 |
| English - Applied/College |  | ENG2P0 |  | ENG4C0 |
| English: Understanding Contemporary, First Nations, Métis and Inuit Voices/College |  |  | NBE3C0 |  |
| English: Understanding Contemporary, First Nations, Métis and Inuit Voices/University |  |  | NBE3U0 |  |
| Ontario Secondary School Literacy Course |  |  | OLC4O0 | OLC4O0 |
| **FRENCH AS A SECOND LANGUAGE** |  |  |  |  |
| Core French - Academic/University | FSF1D0 | FSF2D0 | FSF3U0 | FSF4U0 |
| Core French - Open | FSF1O0 |  |  |  |
| French Immersion | FIF1D0 | FIF2D0 | FIF3U0 | FIF4U0 |
| **GUIDANCE AND CAREER EDUCATION** |  |  |  |  |
| Learning Strategies | GLE/GLS1O0 | GLE2O0 | GLE3O0 | GLE/GLS4O0 |
| Career Studies |  | GLC2O0 |  |  |
| Discovering the Workplace |  | GLD2O0 |  | GLN4O0 |

**Pathways To Success Course Calendar**

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**Course Selection By Department**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COURSE SELECTION** |  | | | |
|  | | | | |
|  | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| **HEALTH AND PHYSICAL EDUCATION** |  |  |  |  |
| Healthy Active Living Education - Male | PPL1OB | PPL2OB | PPL3OB |  |
| Healthy Active Living Education - Female | PPL1OG | PPL2OG | PPL3OG |  |
| Healthy Active Living Education - Co-ed |  |  |  | PPL4O0 |
| Personal and Fitness Activities - Female |  | PAF2OG |  |  |
| Personal and Fitness Activities - Co-ed |  |  | PAF3O0 | PAF4O0 |
| Resistance Training - Co-ed |  |  | PAI3O0 | PAI4O0 |
| Health for Life - eLearning |  |  | PPZ3CE |  |
| Exercise Science |  |  |  | PSK4U0 |
| **MATHEMATICS** |  |  |  |  |
| Mathematics - Workplace | MAT1L0 | MAT2L0 |  |  |
| Foundations of Mathematics - Applied | MTH1W0 | MFM2P0 |  |  |
| Principles of Mathematics - Academic | MTH1W0 | MPM2D0 |  |  |
| Foundations for College Mathematics - College |  |  | MBF3C0 | MAP4C0 |
| Functions and Applications - University/College |  |  | MCF3M0 |  |
| Functions - University |  |  | MCR3U0 |  |
| Mathematics for Work and Everyday Life |  |  | MEL3E0 | MEL4E0 |
| Calculus and Vectors - University |  |  |  | MCV4U0 |
| Mathematics for College Technology - College |  |  |  | MCT4C0 |
| Mathematics of Data Management - University |  |  |  | MDM4U0 |
| Advanced Functions - University |  |  |  | MHF4U0 |
| **RELIGIOUS STUDIES** |  |  |  |  |
| Religious Education: Discipleship and Culture | HRE1O0 |  |  |  |
| Religious Education: Discipleship and Culture - French Immersion | HRE1OF |  |  |  |
| Religious Education: Christ and Culture |  | HRE2O0 |  |  |
| Religious Education: Christ and Culture - French Immersion |  | HRE2OF |  |  |
| Faith and Culture: World Religions - Open |  |  | HRF3O0 |  |
| Faith and Culture: World Religions - University/College |  |  | HRT3M0 |  |
| Faith and Culture: World Religions - French Immersion |  |  | HRT3MF |  |
| Religious Education: Church and Culture - University/College |  |  |  | HRE4M0 |
| Religious Education: Church and Culture - French Immersion |  |  |  | HRE4MF |
| Religious Education: Church and Culture - Open |  |  |  | HRE4O0 |

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**Ursuline College Chatham Catholic Secondary School**

**Course Selection By Department**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **COURSE SELECTION** |  | | | |
|  | | | | |
|  | **Grade 9** | **Grade 10** | **Grade 11** | **Grade 12** |
| **SCIENCE** |  |  |  |  |
| Science - Academic | SNC1W0 | SNC2D0 |  |  |
| Science-Applied | SNC1W0 | SNC2P0 |  |  |
| Science - Workplace | SNC1L0 | SNC2L0 |  |  |
| Biology - College |  |  | SBI3C0 |  |
| Biology - University |  |  | SBI3U0 | SBI4U0 |
| Chemistry - University |  |  | SCH3U0 | SCH4U0 |
| Chemistry - College |  |  |  | SCH4C0 |
| Earth and Space Science |  |  |  | SES4U0 |
| Environmental Science - University/College |  |  | SVN3M0 |  |
| Environmental Science - Workplace |  |  | SVN3E0 |  |
| Physics - College |  |  |  | SPH4C0 |
| Physics - University |  |  | SPH3U0 | SPH4U0 |
| **SOCIAL SCIENCES AND HUMANITIES** |  |  |  |  |
| Raising Healthy Children |  |  | HPC3O0 |  |
| Introduction to Anthropology, Psychology, and Sociology - College |  |  | HSP3C0 |  |
| Introduction to Anthropology, Psychology, and Sociology - University |  |  | HSP3U0 |  |
| Challenge and Change in Society |  |  |  | HSB4U0 |
| Human Development Throughout the Lifespan |  |  |  | HHG4M0 |
| **TECHNOLOGICAL STUDIES** |  |  |  |  |
| Technology and the Skilled Trades | TAS1O0 |  |  |  |
| Communications Technology |  | TGJ2O0 | TGJ3M0 | TGJ4M0 |
| Computer Engineering Technology |  |  | TEJ3M0 | TEJ4M0 |
| Construction Technology |  | TCJ2O0 | TCJ3E0 | TCJ4E0 |
| Custom Woodworking |  |  | TWJ3E0 | TWJ4E0 |
| Hairstyling and Aesthetics |  | TXJ2O0 | TXJ3E0 | TXJ4E0 |
| Hospitality and Tourism |  |  | TFJ3E0 |  |
| Manufacturing Technology |  | TMJ2O0 | TMJ3C0 | TMJ4C0 |
| Technological Design |  |  | TDJ3M0 | TDJ4M0 |
| **eLearning OYAP and ST. CLAIR COLLEGE DUAL CREDIT PROGRAM SPECIALIST HIGH SKILLS MAJOR PROGRAMS**  **Page 25 Page 28 Pages 29-32** | | | | |

**Pathways To Success Course Calendar**

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### Guidance Department

**Resources For Success**

area of faith. Faith experiences such as morning prayers, retreats, seasonal prayer services and Eucharistic celebra- tions are organized by the chaplain, as well as countless staff

The Guidance Department is an integral part of the school program.

Guidance Counsellors will help students develop an Indi- vidual Pathways Plan (IPP) which will become the primary planning tool that students will use as they proceed through school towards their initial postsecondary destination. The IPP will include the following:

* their initial postsecondary goals
* a detailed plan to acquire the courses and experiences needed to achieve these goals
* strategies to support the plan, overcome obstacles and challenges, and access the resources and assistance re- quired (*Education and Career/Life Planning Program for Kindergarten to Grade 12, 2013*)

In Grade Nine, the students will be introduced to the school structure, the variety of student activities available, and the procedures to utilize help offered through the Student Ser- vices department.

A “get acquainted” interview will be scheduled in the first year to establish a working relationship between the coun- sellor and the student. This will offer an opportunity to de- termine the suitability of the program chosen and potential pathways.

Course selection, self-awareness, and career planning will remain key points of concern in subsequent grades.

The counsellors are always willing to help plan ahead by providing:

* individual counselling about courses, careers and per- sonal matters
* information about school-to-work, apprenticeship, col- lege, university, exchange and volunteer opportunities
* student records of accumulated credits
* information about scholarships and financial aid to fur- ther education

The counsellors attempt to make contact with every student yearly regarding future plans. If necessary, students are encouraged to make an appointment more suitable to their needs rather than waiting to be contacted. They can con- tact the Guidance Secretary to make an appointment. The Guidance Office can be accessed through the Grand Avenue entrance.

### Campus Ministry

Campus Ministry is unique to Catholic Education. It serves

the students, families and staff of Ursuline College in the

and students throughout the year. These help to foster an appreciation of Christ’s love for us.

Social justice and charitable drives, often involving Campus Ministry, help our students and staff to show Christ’s love for others.

Pastoral counselling is also available for students or staff when difficulties such as relationship issues, illness or death of a loved one causes questions of faith.

Campus Ministry works with the students, school staff and families as well as the local parishes to help one and all to live out the motto of this fine Catholic school: Faith, Hope and Charity.

### Library

Librarians are available to assist the students daily between the hours of 7:30 - 4:00. They also respond to requests by teachers for work periods in the library as well as the re- search requests by individual students during the day. The library supplies a wide assortment of curriculum-related me- dia including books, on-line databases, computer programs, and videos to support students with research projects, recre- ational reading and required skills for independent research at the college and university level.

### Chatham-Kent Public Health Nurse

Confidential and individual counselling on health matters is provided by the Public Health Nurse. The nurse is available to assist students with class presentations and projects on health-related topics. The nurse’s schedule for dates and times of availability is posted in Student Services.

### Youth Worker

The Youth Worker is an advocate for the students and a direct, in-school support for the students and staff of Ursu- line College. The Youth Worker delivers programs such as anger management strategies, social skills, decision-making skills and is a parental resource on a variety of topics. The Youth Worker can also assist with referrals to outside com- munity agencies such as alcohol/drug counselling with the Mental Health and Addictions Program (MHAP). Referrals to this service can be initiated by the principal, vice-principals, or guidance staff. Appointments can be made through the Guidance Secretary.

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### Resources For Success and Student Success

**Afterschool Homework Help**

Assistance after school is available Monday to Thursday from 2:30-3:30 p.m. in the Mathematics and Science de- partments.

### Online Resources

##### Guidance Online Resources

On the UCC Website, students can access the following online resources:

* My Blueprint High School Planner
* Job research
* Apprenticeship, college and university research
* Bursary, scholarship and OSAP information
* General Information for students
* Online Homework Math Help

1. Go to the UCC Website at [www.st-clair.net/UCC](http://www.st-clair.net/UCC)
2. Click **Students**
3. Click **Guidance**

##### Online Homework Resources

Students requiring help with their math homework can chat with an online tutor through the Independent Learning Centre.

**Math:** [http://www.tvomathify.com](http://www.tvomathify.com/)

### Tutoring

##### Private Paid Tutors

The guidance counsellors have a list of private paid tutors who are available to help students. Parents and their chil- dren are responsible to make the arrangements regarding meeting schedules and fees.

### Student Success

The St. Clair Catholic District School Board continues to de- velop new and innovative programming aimed at providing secondary school students with learning opportunities that meet the needs of all students.

The Student Success Program supports the Ministry of Edu- cation Learning to 18 mandate and has been initiated to focus on students who need additional help to be successful in their courses.

Students in this program are supported by the Student Suc- cess Teacher and the Student Success Team that support programs and intiatives such as Alternative Education, Credit Recovery, Save-A-Credit, Special Education, Resource, Co- operative Education and Guidance.

Ursuline College students are recommended for these pro- grams by the Student Success Team and they are able to:

* receive one-on-one assistance with assignments
* catch up on overdue or missing work
* recover compulsory credits
* receive help with organizational and time management strategies
* discover opportunities for co-operative education and school-to-work pathways

These unique opportunities allow all Ursuline College stu- dents to successfully complete their credits which will move them closer to earning their high school diploma.

In addition, students who have fallen behind in credit accu- mulation should contact the Student Success Teacher to see if they are eligible for the program.

##### Credit Recovery

Credit Recovery is an in-school opportunity for success. In a Credit Recovery program students “recover” a credit they have failed. Credit Recovery usually takes place in a class- room with the support of a teacher. They may also register in a Learning Strategies course which enables them to actu- ally receive two or more credits in one period. The point, of course, is not only to recover the credit and move on, but also to develop the skills and work habits that will contribute to continued success.

Although students have the support of a teacher, Credit Re- covery requires considerable independent learning. For this reason, taking responsibility for one’s learning through con- sistent attendance and effective study habits is crucial.

**Pathways To Success Course Calendar** 19

### Lancer Link Crew Grade Nine Program and Special Education Program

**Lancer Link Crew Grade Nine Program**

##### Students Helping Students Succeed

Lancer Link Crew is a transition program designed to develop and provide a welcoming community to the incoming Grade Nine students. Built on the belief that students can help stu- dents succeed, Lancer Link Crew uses the skills and talents of the Grade 11 and 12 students to support the Grade Nine students. These Grade 11 and 12 students are carefully se- lected and extensively trained to serve as “Lancer Link Crew Leaders.” Two Lancer Link Crew Leaders are connected to a group of 8-10 Grade Nine students and this group becomes their “Link Crew.”

The Grade Nine students are invited by their leaders to at- tend a powerful orientation day which takes place just be- fore the start of the school year. At this orientation day, the students will participate in a motivating assembly and large and small group activities where they will have the oppor- tunity to meet many new people in a safe and comfortable environment.

Orientation is the first opportunity for the students to meet their leaders and crews and these connections are support- ed throughout their entire Grade Nine year. The Lancer Link Crew Program supports the students academically, socially and spiritually. Students are invited by their leaders to at- tend several social events such as a Lancer Link Crew Lunch, a Grade Nine Dance and a Movie Night. Students are also encouraged to participate in community service events orga- nized by the Lancer Link Crew Leaders.

It is our hope that the Grade Nine students will truly feel that they are an important part of Ursuline College. Through faith development, personal accountability, and creating a sense of belonging, Lancer Link Crew is a program that not only provides a smooth transition for Grade Nine students, it is a program that develops leadership skills in our senior students and builds a positive school culture based on real student connections.

### Special Education Program and Services

The policies and guidelines governing Special Education at UCC are made in conjunction with the Special Education Ad- visory Committee (SEAC) which acts in a consultative role to facilitate meaningful programs for students with special needs. Members of this committee meet regularly through- out the school year to discuss relevant issues and to make recommendations to the board of education.

Parents wishing to know the specifics with regard to Special Education Policies can request a copy of the Parent Guide to Special Education from the resource staff at Ursuline Col- lege.

Special education programs are designed to ensure access to an education for exceptional pupils. These students have been identified as needing special educational programs by the Identification, Placement and Review Committee of our Board. We are able to offer a wide range of courses which we hope can meet the needs of those students who choose Ursuline College.

Modification as outlined by the Identification, Placement and Review Committee may be implemented and assistance pro- vided to enable students to succeed. Accomodations are provided in the classroom and every effort is made to mini- mize the disruption of a student’s regular classes.

Many programs and services are available in the school, but there is also a continuum of specialized placement options available to students who have been identified as excep- tional pupils. Learning Support Services includes a range of supports available including teaching staff, educational as- sistants, consultants, social workers, speech/language pa- thologists, and psychology staff.

##### Program Resource Teacher (PRT)

While the primary responsibility for students with special ed- ucation needs lies with the classroom teacher, a PRT is avail- able in the school. There are a number of roles the PRT may serve depending on the school’s specific needs including:

* providing consultative support to the classroom teacher
* providing resource support in the Resource Learning Centre
* providing small group support to target specific skill de- velopment
* administering educational assessments
* supporting the development and implementation of In- dividual Education plans
* facilitating the Identification Placement Review Commit- tee (IPRC) process

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### Graduation Requirements for Secondary School

**Identification Placement Review Committee (IPRC)** The Identification Placement Review committee is involved in the process of identifying a student as exceptional as per the Ministry definitions and determining the placement and pro- gram that would best meet the needs of the student.

##### Special Education Advisory Committee (SEAC)

The Special Education Advisory Committee consists of three trustees, representatives of local associations, and three com- munity members committed to furthering the interests of stu- dents with special education needs.

##### Individual Education Plan (IEP)

Every student who has been identified as exceptional by an IPRC will have an Individual Education Plan developed. Stu- dents who have not been identified as exceptional but require regular accommodations and/or modifications in order to ac- cess curriculum may also have an IEP developed. An IEP de- scribes the accommodations for instruction, environment and/ or assessment that are necessary for the student to achieve and demonstrate learning. It also outlines the specific learning expectations when a student’s program is modified. This in- cludes the teaching and assessment strategies that best meet the student’s needs. In certain circumstances the IEP may also outline specific learning expectations that are alternative to the provincial curriculum.

**Accommodation** is the term used to refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the course.

**Modification** is the term used to refer to changes in the expectations for a subject/course in order to meet a student’s learning needs. This may involve indentifying knowledge and skills from a different grade level and/or increasing or de- creasing the number and/or complexity of the regular grade- level curriculum expectations.

**Alternative** is the term used to refer to expectations devel- oped to help students acquire knowledge and skills that are not represented in the provincial curriculum.

##### Specialized Programming

Several specialized programs are available for students who have been identified as exceptional and whose needs cannot be met in the regular program. Admission to this specialized programming is through a transition process that begins with the elementary school team and is referred to the Board Con- sultant and Secondary School team.

### Graduation Requirements for Secondary School

**What do you Need to Graduate?**

**Ontario Secondary School Diploma Requirements** The following requirements must be successfully completed in order to obtain an Ontario Secondary School Diploma (OSSD):

* 30 credits including 19 compulsory credits and 11 op- tional credits\*
* 40 hours of community involvement
* successful completion of the EQAO Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC)
* 2 eLearning credits \*\*

##### Compulsory Credits

4 credits in English\*\*\*

3 credits in Mathematics

2 credits in Science

1 credit in Canadian History

1 credit in Canadian Geography

1 credit in the Arts

1 credit in Health and Physical Education

1 credit in French as a Second Language

1 credit in Technological Education

0.5 credit in Career Studies

0.5 credit in Civics

Plus one credit from each of the following groups:

1 an additional credit in English, or French as a Second Language, or a Native language, or a Classical or an International language, or Social Sciences and the Hu- manities, or Canadian and World Studies, or Guidance and Career Education, or Co-operative Education\*\*\*\*

1 an additional credit in Health and Physical Education, or the Arts, or Business Studies, or French as a Second Language, or Co-operative Education \*\*\*\*

1 an additional credit in Science (Grade 11 or 12) or Tech- nological Education, or Computer Studies, or French as a Second Language, or Co-operative Education\*\*\*\*

\* may include up to four credits achieved through approved Dual Credit Courses

\*\* students may opt out of this requirement

\*\*\*must complete one compulsory English credit at each of the four grade levels (9 to 12)

\*\*\*\* a maximum of two credits in Co-operative Education can count as compulsory credits

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**Optional Courses**

### Graduation Requirements for Secondary School

#### Note: Enrolment in the OSSLC is limited to students who

In addition to the compulsory credits, 11 optional credits are required. Elective credits are selected by the student based on their individual interests and goals. Parents, coun- sellors, teachers and administrators can help the students make their selections.

##### Community Involvement

As part of the diploma requirements, each student must make a positive contribution to the well-being of the com- munity. The community involvement consists of student self- directed activities of at least 40 hours which must be com- pleted before graduation. The activities must occur outside of normal instructional hours but may include lunch periods and the study periods of Grade 12 students.

The purpose of the community involvement is to promote community values by:

* helping students understand how they can make a posi-

tive difference in their environment

* having students contribute to their community
* increasing student awareness of community needs
* discovering the role students can play in making their communities better places in which to live and work
* developing a positive self-image and a greater sense of identity in the community
* providing a possibility for exploring different careers

Students can begin to accumulate their community involve- ment hours on July 1 after their Grade Eight Graduation. Students are strongly encouraged to complete at least ten community involvement hours per year.

Students will be informed of acceptable community involve- ment activities at the beginning of Grade Nine, how to reg- ister for community involvement, and the roles and respon- sibilities of schools/parents/students.

##### Ontario Secondary School Literacy Test (OSSLT)

The Ontario Ministry of Education has mandated that the Ontario Secondary School Literacy Test (OSSLT) be given to Grade 10 students province-wide to determine if they can successfully demonstrate the reading and writing skills that apply to all subject areas in the provincial curriculum up to the end of Grade 9.

The OSSLT is administered annually in the fall and spring. The OSSLT is designed and its implementation supervised by the Ontario Education Quality and Accountability Office (EQAO).

Receiving an Ontario Secondary School Diploma (OSSD) is contingent on having this literacy requirement. Students who are not successful with the test have the option of re- writing the test the following year or enrolling in the Ontario Secondary School Literacy Course (OSSLC).

#### have written and have been unsuccessful on the OSSLT at least once.

Students with special needs may be permitted accommoda- tions provided they have an Individual Education Plan (IEP).

Policies and guidelines regarding accommodations, defer- rals, and exemptions are established and provided by EQAO.

**Ontario Secondary School Literacy Course (OSSLC)** Students who have written the Ontario Secondary School Literacy Test at least once and have not been successful may take the Ontario Secondary School Literacy Course (OS- SLC). Upon successful completion of the course, a student is deemed to have met the literacy requirements necessary to achieve an OSSD.

##### Certificate Requirements

**The Ontario Secondary School Certificate**

The Ontario Secondary School Certificate will be granted to students who leave school before earning the Ontario Sec- ondary School Diploma provided that they have earned a minimum of 14 credits distributed as follows:

Compulsory credits (total 7)

2 credits in English

1 credit in Canadian Geography or Canadian History

1 credit in Mathematics

1 credit in Science

1 credit in Health and Physical Education

1 credit in the Arts or Technological Education

Optional credits (total of 7)

These credits are selected by the student from available courses.

##### The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain adaptive programs, or other kinds of additional training, or who plan to find employment after leaving school.

##### Substitutions for Compulsory Courses

To meet individual students’ needs, the principal may re- place up to three compulsory courses with courses from the remainder of those that meet the compulsory credit require- ments. Students will still be required to complete 30 cred- its in total. If a substitution is requested, the principal will determine whether or not a substitution should be made.

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### Understanding Courses and Codes

The principal may also initiate a substitution request. Such substitutions will be noted on the Ontario Student Transcript.

### Understanding Courses and Codes

##### Courses

Courses are available in many subject areas in secondary school. Within a subject area, students can further special- ize their course studies depending on their interests.

##### Credits

A credit is granted when a course that has been scheduled for a minimum of 110 hours is successfully completed. “Sched- uled time” is defined as the time during which students par- ticipate in planned learning activities designed to lead to the achievement of the curriculum expectations of the course. Planned learning activities include interaction between the teacher and student as well as assigned individual and/or group work, excluding homework. Half or partial credits may be offered for some courses and the amount of classroom instruction will relate accordingly (e.g., a half credit equals 55 hours).

##### Prerequisites

Prerequisite courses are courses which contain prior knowl- edge in a specific subject area which must be obtained be- fore entering courses at a later grade level.

### Types of Courses - Grades 9 to 10

Effective September 2022, all Grade 9 courses are offered as a destreamed curriculum. These courses are designed to help students identify their strengths and needs in all disci- plines in their first year of high school. Based on their expe- rience in Grade 9, students will then identify which stream they wish to continue with in Grade 10.

Grade 10 courses are streamed and organized into four types: academic, applied, open, and workplace. These courses prepare students for study in the senior grades.

Academic and applied courses differ in the balance between essential concepts and additional requirements and in the balance between theory and application. They differ pri- marily, not in the level of skill required, but in the kinds of problems presented and the application of the content and concepts.

##### De-Streamed Courses

**Courses with a “W” in the fifth position** denote a destreamed course. Course work develops students’ knowl- edge and skills with a blend of theoretical, practical and abstract applications of essential concepts. Courses are designed to help students determine which stream is best suited for them in Grade 10 and beyond.

##### Academic Courses

**Courses coded with a “D” in the fifth position** denote the academic pathway. Course work develops students’ knowledge and skills by emphasizing theoretical and ab- stract applications of the essential concepts and incorporat- ing practical applications as appropriate. The emphasis is on theory and abstract thinking as a basis for further learning and problem solving.

##### Applied Courses

**Courses coded with a “P” in the fifth position** denote the applied pathway. Course work develops students’ knowl- edge and skills by emphasizing practical, concrete applica- tion of these concepts and incorporating theoretical applica- tions as appropriate. Course work relates to familiar real-life situations and provides students with the opportunity for extensive hands-on applications of the concepts they study.

##### Open Courses

**Courses coded with an “O” in the fifth position** have one set of expectations for the subject, appropriate for all students in a given grade. These courses are designed to provide students with a broad educational base that will pre- pare them for their studies in grades 11 and 12 and for pro- ductive participation in society.

##### Workplace Developed Courses

**Courses coded with an “L” in the fifth position** have been developed to meet students’ educational needs not met by the existing provincial curriculum. Three courses are available in grade 9: one in English, one in Mathematics, and one in Science. Each of these may be counted as a compul- sory credit in that discipline.

### Types of Courses - Grade 11 and 12

Grade 11 and 12 courses are organized into five types based on students’ future destinations. Students may choose from University Preparation, University/College Preparation, Col- lege Preparation, Workplace Preparation, or Open courses.

##### University Preparation Courses

**Courses coded with a “U” in the fifth position** provide students with the knowledge and skills needed to meet en- trance requirements for university programs. Teaching and learning will emphasize theoretical aspects of the course content with supporting applications. The courses will focus on the development of both independent research skills and independent learning skills.

##### University/College Preparation Courses

**Courses coded with an “M” in the fifth position** include content that is relevant for both university and college. They provide students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered and their

**Pathways To Success Course Calendar** 23

**Understanding Course Codes and Choosing Applied or Academic Level Courses**

### Course Code Interpretation Example: CGC1DF

|  |  |  |  |
| --- | --- | --- | --- |
| **CGC** | **1** | **D** | **F** |
| The first three characters include the Minis- try approved course title. In this example:  **CGC = Canadian Geography** | The fourth position indicates the grade or language level. In this example:  **1 = Grade 9** | The fifth position indicates the  course type. In this example:  **D = Academic** | If there is a character in the sixth position, it indicates program or credit differentiation or the focus of the course. In this example:  **F = French Immersion** |
| **Major Subject Areas (First Position)** | **Grades** | **Course Type** | **Program Differentiation** |
| A = The Arts  B = Business Studies  C = Canadian and World Studies  E = English, English Literacy Development  F = French  G = Guidance and Career Education  H = Social Sciences and the Humanities I = Interdisciplinary Studies  K = Non-credit courses  L = Classical and International Languages  M = Mathematics  N = Native Studies  P = Health and Physical Education  S = Science  T = Technological Education | 1 = Grade 9  2 = Grade 10  3 = Grade 11  4 = Grade 12  **Languages**  B = Level 1  C = Level 2  D = Level 3 | **Grades 9 and 10**  W=De-Streamed D = Academic  L = Workplace  O = Open  P = Applied  **Grades 11 and 12**  C = College  E = Workplace  M = University/College O = Open  U = University T = Dual Credit N = Non-Credit | 1 = One-Credit Co-op Education  2 = Two-Credit Co-op Education  3 = Three-Credit Co-op Education  4 = Four-Credit Co-op Education B = Male Physical Education  U = Correspondence (UCC)  G = Female Physical Education F = French Immersion  E = eLearning Course (SCCDSB) R = Credit Recovery  V = Virtual Course  H = Home Instructiion  Z = Out of Board eLearning Course |

**Examples of Course Codes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Code** | **Subject Area** | **Grade** | **Course Type** | **Program 6th Character** |
| ADA1O0 | Dramatic Arts | 9 | Open | No 6th character indicates a regular program |
| TCJ3E2 | Construction Technology | 11 | Workplace | Cooperative Education - two credits |
| CHC2DF | Canadian History Since WWI | 10 | Academic | Immersion, language of instruction is French |

### Factors Affecting the Choice of an Applied Level Course or an Academic Level Course

|  |  |  |
| --- | --- | --- |
| **Factor** | **Applied Level Course** | **Academic Level Course** |
| Learning Style | * Kinesthetic: Learn by doing (hands-on) | * Visual: Learn by seeing * Auditory: Learn by hearing |
| Work Habits | * Student needs step-by-step directions from teacher * Student applies new learning to tasks but may need to be reminded of skills from previous units * Student may need assistance to organize and complete homework | * Student is independent * Student has initiative * Student perseveres when challenged * Student is able to synthesize or use prior knowledge and experience to solve problems * Student completes homework consistently and thoroughly |
| Destinations Available | * Apprenticeship * College * Work | * Apprenticeship * College * University * Work |

NOTES:

* Students do not have to take all courses at the same level
* Students can have a timetable which contains a combination of academic and applied courses

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**Ursuline College Chatham Catholic Secondary School**

### eLearning and Assessment and Evaluation

content will allow students to prepare for college and uni-

versity programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content.

##### College Preparation Courses

**Courses coded with a “C” in the fifth position** provide students with the knowledge and skills to meet entrance requirements for most college programs and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course and the development of critical thinking and problem-solving skills. Courses will focus on the development of independent re- search and learning skills.

##### Workplace Preparation Courses

**Courses coded with an E in the fifth position** prepare students to move directly into the workplace or to appren- ticeship programs and other training programs in the com- munity. These courses emphasize practical workplace skills.

##### Open Courses

**Courses coded with an O in the fifth position** allow students to broaden their knowledge and skills in a particu- lar subject that may or may not be directly related to their post-secondary goals but that reflects their interests. These courses are appropriate for all students regardless of post- secondary destination.

### eLearning Graduation Requirement

The Ontario Ministry of Education has introduced a gradu- ation requirement for secondary students to complete two eLearning credits as part of the 30 credits required for the Ontario Secondary School Diploma (OSSD).

Students may withdraw/opt out of this requirement and still graduate with an OSSD (details below).

Students working towards an Ontario Secondary School Cer- tificate (OSSC) or Certificate of Accomlishment (CoA) are not required to complete this graduation requirement.

Online learning supports the development of digital literacy and other transferable skills that will help prepare students for success after graduation. Secondary schools will commu- nicate directly with students and parents/caregivers (includ- ing incoming Grade 9 students) to provide information about which courses will be available through eLearning in their school and how to enrol.

##### eLearning Credit Course

eLearning credit courses are delivered using an asynchro- nous model, which includes digital content such as reading, videos, blogs, commentaries, and online discussion boards. Students complete the assigned work independently and

teachers provide ongoing support for student learning through exemplars, rubrics, tutorials and individual confer- ences. Evaluation is continuous throughout the course with the teacher providing descriptive feedback. Students will have opportunities to complete eLearning courses through summer school or during the school year.

**Opting-Out of the eLearning Graduation Requirement** Students may withdraw from the online eLearning require- ment. A parent/caregiver/guardian or student (18 years of age or older or 16 or 17 years of age and withdreaw from parental control) may withdraw by submitting the SCCDSB Opt Out/Withdreawal From to their guidance counselor. No explanation or reason is needed to opt out/withdraw.

If you are not ready to make a decision with regard to par- ticipating in eLearning, there will be future opportunities to participate in eLearning courses or withdreaw from the graduation requirement. A final decision is not required at this time.

If you have decided now to withdraw from the graduation requirement, please complete the SDDCSB Opt Out/With- drawal Form and return it to your schools Guidance Depart- ment.

### Assessment and Evaluation

##### Evaluation of Students

The primary purpose of assessment and evaluation is to im- prove student learning.

Evaluations measure a student’s achievement in relation to the curriculum expectations of a course.

The procedures for assessing and evaluating student achievement vary from course to course to meet the require- ments of different subjects, different levels of difficulty, and different learning environments.

The final grade for each course will be determined as fol- lows:

* Seventy percent of the grade will be based on assess- ments and evaluations conducted through out the course.
* Thirty percent of the grade will be based on a final eval- uation in the form of an examination, performance, es- say, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

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**Exam Policy**

### Assessment and Evaluation

O.S.R. is available to supervisory officers and the principal

Exams are compulsory. Failure to write an exam or cheat- ing will result in a mark of zero and parents will be noti- fied. Parents who request a change in the exam schedule for their son/daughter must submit, via the student, a let- ter addressed to the principal. Only serious family issues or medical exemptions will be considered. The decision by the principal is final and binding.

##### Reporting on Achievement of Curriculum Expectations

The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and development of learning skills. To more clearly reflect these two aspects of student achievement, the report card contains separate sections for reporting on achievement of the curriculum expectations and for report- ing on demonstrated skills required for effective learning.

##### Levels of Achievement

The levels of achievement are associated with percentage

grades and are defined as follows:

* + 80-100% (Level 4): A very high to outstanding level of achievement. Achievement is above the provincial stan- dard.
  + 70-79% (Level 3): A high level of achievement. Achieve- ment is at the provincial standard. A student achieving at this level is well prepared for work in the next grade or the next course.
  + 60-69% (Level 2): A moderate level of achievement. Achievement is below, but approaching the provincial standard.
  + 50-59% (Level 1): A passable level of achievement. Achievement is below the provincial standard.
  + Below 50%: Insufficient achievement of the curriculum expectations. The student will not receive a credit for the course.

**NOTE**: 70-79% (Level 3) is defined as the provincial standard.

##### Scheduled Reporting Periods

Results from the evaluation process are reported to the par-

ents in five ways:

* + Progress reports are issued to students in early October and early March.
  + Report Cards are distributed four times in the school year; mid-November, early February, mid- April and early July.
  + Parent-Teacher Interviews will follow the October and March reports. Interviews are held from 4:00-7:00 p.m.
  + Concerned parents can contact the school at any time during the school year by phone, regarding a student’s progress. Interviews can be arranged with a teacher.

##### Ontario Student Record (O.S.R.)

An O.S.R. shall be established for each student who enrols in a school operated by our board. The information in an

and teachers of the school only for the purpose of improving the instruction of the student.

All students and the parents or guardians of students under 18 years of age have the right to examine the O.S.R.

##### Ontario Student Transcript (O.S.T.)

In secondary schools a student’s record of courses success- fully completed and credits gained towards the require- ments for the O.S.S.D. is to be maintained on the Ontario Student Transcript. Courses meeting the requirements of current ministry curriculum guidelines shall be entered on a student’s transcript through the use of the common course code designation issued by the Ministry of Education. Stu- dents in grades 11 and 12 who drop a course prior to 5 days after mid-term report card distribution may do so without the course appearing on their transcript. After that time, a course withdrawal indicator (W) and student’s midterm mark will appear on the transcript.

**Prior Learning Assessment and Recognition (PLAR)** The PLAR process is the formal evaluation and credit-grant- ing process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations out- lined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.

Challenge for credit for courses based on provincial curricu- lum policy documents will be available to students only in courses actually taught in schools operated by the District. All credits granted through the PLAR process must represent the same standards of achievement as credits granted to students who have taken the course. Further information is available in Student Services.

##### EQAO Grade 9 Assessment of Mathematics

The EQAO Grade 9 Assessment of Mathematics is conducted each year. All students enrolled in Grade 9 Mathematics, Ap- plied or Academic, write the assessment near semester’s end. The purpose is to identify strengths and areas for im- provement in student learning. This assessment is not a di- ploma requirement.

The EQAO has established policies and guidelines for pro- viding accommodations for students with special needs for whom there is an Individual Education Plan (IEP). Students with special needs may be exempt from participating in the assessment where it is determined that accommodations or special provisions still would not enable the students to pro- vide evidence of learning.

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### French Immersion, Religious Education and Co-operative Education Program

**Specialized Programs French Immersion Program**

The aims of the French Immersion Program are to develop and refine students’ ability to communicate in French and to expand their knowledge of the structure of the French language as well as francophone literature. By the end of the four-year program students will be able to participate in conversations and discussions; will generally be able to take courses at the college or university level in which French is the language of instruction; and may be able to accept em- ployment wherein French is the working language.

Students enrolled in the French Immersion program at Ur- suline College will qualify for a French Immersion Certifi- cate upon graduation provided they have attained successful standing in a minimum of 10 courses taught in French (four in Francais and six other subjects taught in French).

Students will be required to take the following courses:

##### Grade 9

* + Enseignement religieux (HRE1OF)
  + Francais (FIF1D0)
  + Geographie (CGC1WF)

##### Grade 10

* + Enseignement religieux (HRE2OF)
  + Francais (FIF2D0)
  + Histoire (CHC2DF)

##### Grade 11

* + Francais (FIF3U0)
  + Les grandes religions du monde (HRT3MF)

##### Grade 12

* + Enseignement religieux (HRE4MF)
  + Francais (FIF4U0)

### Religious Education Program

Students are expected to include Religious Studies in their

### Co-operative Education Program

Co-operative education is a program that allows students to earn secondary school credits while completing a work placement in the community. Co-operative education place- ments are available in many kinds of work settings, reflect- ing the wide range of student interests and abilities.

A student’s co-op program consists of the co-operative edu- cation course, which is monitored by a co-operative educa- tion teacher, and the related curriculum course. Students choosing any of the co-operative education courses com- monly spend half days for the full semester (a.m. or p.m.) at a community work placement. Upon successful completion of the program, students are awarded two credits towards the Ontario Secondary School Diploma for the out-of-school component. Full-day co-operative education may also be available.

Co-operative education allows students to participate in valuable learning experiences that help prepare them for the next stage of their lives, whether in apprenticeship training, college, community living, university or the workplace.

##### How Does Co-operative Education Benefit Students?

Co-operative education gives students the opportunity to:

* make connections between school and work and to “try out” a career of interest before finalizing plans for post- secondary education, training, or employment
* see the relevance of their classroom learning in a work setting
* experience authentic and purposeful learning outside a traditional classroom setting

##### How does Co-operative Education Help Students Meet Diploma Requirements?

* Co-operative education credits may be used to fulfill two

of the 19 compulsory credit requirements for the Ontario

yearly program. Courses of study follow the guidelines ap- • proved by the Bishops of Ontario. All of these courses are

recognized ministry credits for graduation and students are expected to complete one per year/grade. The religious edu- cation program offered at Ursuline College consists of:

Secondary Diploma (OSSD)

Students must also earn 11 optional credits for the OSSD. There is no limit to the number of optional cred- its that may be earned through co-operative education courses

##### Grade 9

* + Religious Education: Discipleship and Culture (HRE1O0/HRE1OF)

##### Grade 10

* + Religious Education: Christ and Culture (HRE2O0/HRE2OF)

##### Grade 11

* + World Religions: Faith and Culture (HRF3O0/HRT3M0/HRT3MF)

##### Grade 12

* + Religious Education: Church and Culture (HRE4O0/HRE4M0/HRE4MF)

##### Students are expected to:

* + display maturity and a positive attitude
  + be punctual and in regular attendance as required by the employer and the school
  + demonstrate a willingness to learn
  + possess the necessary related curriculum course
  + adhere to the policies and procedures of the workplace and the school
  + follow safety regulations
  + assume responsibility for transportation to and from the work placement. Some placements may require health tests and/or criminal background checks

**Pathways To Success Course Calendar** 27

### OYAP and St. Clair College Dual Credit Program

### Ontario Youth Apprenticeship Program (OYAP)

Students who are completing a placement in co-operative education in a skilled trade have the opportunity to register as an apprentice through the Ontario Youth Apprenticeship Program (OYAP).

OYAP is a high school youth apprenticeship program de- signed to introduce Grade 11 and 12 students to a career path leading to apprenticeship opportunities.

Successful OYAP students may officially register as appren- tices with the Ontario College of Trades while completing the requirements of a secondary school diploma.

The partnership involves a student who wants to learn a skilled trade, the school co-operative education teacher who arranges and monitors the placement, a local employer who provides the placement, the Ministry of Advanced Education and Skills Development, and the Ontario College of Trades.

##### Benefits for Students:

* + Begin a career in skilled trade while in high school
  + Develop trade related competencies and accumulate hours toward a skilled trade
  + Make important connections in the world of work
  + Apprenticeship training at no cost
  + Increase opportunities for employment and post-sec- ondary education
  + Reduce post-secondary education costs by earning while learning
  + Earn co-operative education credits for work experience placements in either half or full-day placements

##### Benefits to Employers:

* + Addresses shortage of skilled trades employees
  + Train young people according to industry standards and company philosophy
  + Raise the awareness of apprenticeship as an option for students
  + Reduce recruitment, hiring and training costs
  + Build a pool of young qualified workers in the skilled

trades

* + High academic and technical standards are set for the program
  + Provides industry with an excellent source of young, en- thusiastic, skilled apprentices

##### Student Requirements:

* + At least 15 years of age
  + Have completed 14 credits
  + In Grade 11 or 12
  + Demonstrate an interest and career focus in a skilled trade
  + Serious about learning a skilled trade

### St. Clair College/Lambton College Dual Credit Program

##### Some Dual Credit Course Program FAQ’s What is a Dual Credit Course?

St. Clair College/Lambton College are pleased to offer

Grade 12 students who qualify, the opportunity to enrol in college level courses which will provide them with both a college credit and high school credit upon completion. This unique arrangement allows students the chance to experience life and learning in a college environment.

##### What does it cost?

Students do not have to pay anything. All books, trans- portation and tuition is paid for through grants from the Ontario Ministry of Education.

##### What courses are offered?

Courses Offered at St. Clair College Thames Campus

(Chatham):

* Electrical
* Health and Wellness Fundamentals
* Introduction to Early Childhood Education
* Foundations of Exercise Training
* Conflict Management

Courses Offered at St. Clair College Windsor/Lambton

College Sarnia include:

* Baking and Pastry Arts Level I
* Basic Welding Process and Fabricating
* Communications and Customer Service Skills
* Drive Train Standard Transmission I
* Fundamentals of Photojournalism
* Horticultural Science
* Introduction to Animation Fundamentals
* Fashion Drawing
* Nail Tech I
* Professional Computer Applications I
* Truck and Coach Engine Service

**Note:** Some dual credit courses can count toward a major credit in the Specialist High Skills Major Program. Programs offered are subject to change by the college.

**How do students apply for a Dual Credit Course?** Students must be entering or be in Grade 12 in order to apply for a Dual Credit Course.

Students must complete an application and submit it to

the Co-operative Education Office located at UCC.

**NOTE:** Students will be required to make up the work placement or class time lost while they are at their Dual Credit courses.

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### Specialist High Skills Major Program

**St. Clair College Level One Apprenticeship Dual Credit Program**

St. Clair College (Windsor Campus) also offers Level One Ap- prenticeship Dual Credits. Students can earn up to two high school credits and earn a Level One Apprenticeship in Hair- styling or General Machinest. Students must be signed ap- prentices and must be scheduled in an all-day co-operative education placement during second semester from February to April. In May, students will attend St. Clair College full- time and take the apprenticeship dual credit courses. The course tuition is free and all materials and transportation will be provided. Students interested in this program should contact their Guidance Counsellor, Co-operative Education or Technological Education teacher for more information and applications.

### Specialist High Skills Major Program (SHSM)

##### What is a Specialist High Skills Major?

A Specialist High Skills Major enables students to customize their high school experience to suit their skills and interests while meeting the requirements of an Ontario Secondary School Diploma.

An SHSM will help students prepare for a successful post- secondary transition to apprenticeship training, college, university or the workplace. In addition, an SHSM enables students to gain sector-identified prepatory skills and knowl- edge and to make informed career decisions.

Ursuline College offers five Specialist High Skills Majors:

* + **Arts and Culture**
  + **Environmental Science**
  + **Health and Wellness**
  + **Manufacturing**
  + **Non-Profit**

**What is the focus of the Arts and Culture SHSM Program?**

The Arts and Culture SHSM Program will allow students to pursue interests in the performing arts - specifically Drama and Music and integrate these with other courses that sup- port and enhance their area of study: Visual Art/Digital Pho- tography (Set Design), Communications Technology (Digital Audio Production) or Cosmetology (Make-Up).

##### What is the focus of the Environmental Science SHSM Program?

The SHSM program in Environmental Science will prepare students for careers in work related to fisheries and wild- life, forestry, agriculture, energy, natural resources manage- ment, parks and natural reserves. Students will explore the rich diversity of ecosystems unique to Southwestern Ontario

and have an opportunity to examine the variety of careers related to the environment, locally and globally.

##### What is the focus of the Health and Wellness SHSM Program?

The Health and Wellness SHSM Program focuses on Leader- ship Development, Exercise Science and Personal Physical Fitness. Based on a strong athletic and fitness program at Ursuline College, students are exposed to various training methods to achieve personal goals and various leadership opportunities to teach others. Students will also have an opportunity to participate in the Dual Credit Program at St. Clair College.

##### What is the focus of the Manufacturing SHSM Pro- gram?

The Manufacturing SHSM Program builds on a strong design component and problem solving approach to manufacturing. Students have the opportunity to develop the skills neces- sary to be successful in metal manufacturing. Individual and community projects are designed and completed using welding, sheet metal fabrication, CNC and machining. Stu- dents will also have an opportunity to participate in the Dual Credit Program at St. Clair College.

##### What is the focus of the Non-Profit SHSM Program?

UCC’s motto is Faith, Hope and Charity. Students at UCC have always been leaders in the community through their volunteer efforts and demonstrate, through their involve- ment, these very virtues. This SHSM, with a focus on com- munity action, will allow students to further develop their understanding of the Non-Profit by continuing to “make a difference” and by introducing them to the various career opportunities in the Non-Profit. Working with our commu- nity partners, it is hoped that students will be engaged to seek employment in this area and to help continue to create a culture of students who see themselves as an important part of a caring community.

**Pathways To Success Course Calendar** 29

### Specialist High Skills Major Program

##### What are the other highlights of a Specialist High Skills Major Program?

1. Students will take a bundle of nine Grade 11 and Grade 12 credits that include:
   * **four** major credits which provide specialization in the sector (see the Required Credits Charts on pages 30- 32)
   * **three** other required credits in English, science and mathematics (see the Required Credits Charts on pages 30-32)
   * **two** co-operative education credits
2. Students will earn three or four compulsory certifications in Standard First Aid, Level C CPR, WHMIS, Infection Con- trol and Global Positioning Systems (GPS). Students will also earn three other certfications specific to their SHSM sector. All certifications are at **no cost** to the student.
3. Students will engage in experiential learning activities such as job shadowing, work experience and co-opera- tive education.
4. Students will use the Ontario Skills Passport (OSP) to develop and document essential skills and work habits desired by employers.
5. Students will get a special red seal on their Ontario Sec- ondary School Diplomas as proof of their learning in this sector.

##### How do students enrol in an SHSM Program at Ursu- line College?

Students who are interested in enrolling in the SHSM Pro- gram should see the following SHSM Lead Teachers:

* + Arts and Culture - Ms. Martin and Mrs. Lacina
  + Environment - Ms. Lucarelli
  + Health and Wellness - Mr. Evans
  + Manufacturing - Mr. Crombez and Ms. Serruys
  + Non-Profit - Deacon Raymond Girard

After Meeting with the Lead Teacher, students and their par- ents must sign a consent form. Students will then be regis- tered for the SHSM Program by their guidance counsellors.

The guidance counsellors will then meet with the students to determine the best possible pathway and outline the courses to be taken.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SHSM Arts and Culture - Required Credits** | | | | | | | | |  |
| **Required Credits** | **Apprenticeship Training Destination** | | **College Destination** | | **University Destination** | | **Workplace Destination (Entry Level)** | | **Dual Credits** |
| **Grade 11** | **Grade 12** | **Grade 11** | **Grade 12** | **Grade 11** | **Grade 12** | **Grade 11** | **Grade 12** | **St. Clair** |
| **Major Credits**  **Complete four courses in total**  **At least one course from each grade must be taken** | ATC3O CGG3O GPP3O HRF3O TCJ3E TMJ3C TWJ3E TXJ3E | ICS4C TCJ4E TMJ4C TWJ4E TXJ4E  Dual Credit | ADA3M AMG3M AMU3M ATC3M AVI3M AWA3M AWI3M AWR3M CHW3M HRT3M HSP3C TDJ3M TGJ3M TMJ3C ICS3C | ADA4M AMG4M AMU4M ATC4M AVI4M AWA4M AWI4M AWR4M HSB4M TDJ4M TGI4M TGJ4M TMJ4C  Dual Credit | ATC3M ADA3M AMU3M AVI3M AWI3M AWR3M CHW3M HRT3M HSP3U ICS3U TDJ3M TGJ3M | ATC4M ADA4M AMU4M AVI4M AWI4M AWR4M EWC4U HSB4U ICS4U TDJ4M TGI4M TGJ4M  Dual Credit | ATC3O AWI3O CGG3O GPP3O HRF3O TCJ3E TWJ3E TXJ3E | TCJ4E TWJ4E TXJ4E  Dual Credit | TXE4T  Hair Cutting |
| **Two Co-op credits** | GWL3O (2 credits) | | GWL3O (2 credits) | | GWL3O (2 credits) | | GWL3O (2 credits) | |
| **English (one credit)** |  | ENG4C ENG4E | ENG3C | ENG4C | ENG3U | ENG4U | ENG3E | ENG4C ENG4E OLC4O |
| **Business or Canadian and World Studies (one credit)** | BAI3E BDI3C BMI3C BMX3E CGG3O CLU3E | BDV4C BTX4C BTX4E | BAF3M BDI3C BMI3C CGF3M CHW3M CLU3M | BAT4M BBB4M BDV4C BTX4C CGR4M CGW4C CLN4C | BAF3M CGF3M CHA3U CHW3M CLU3M | BAT4M BBB4M CGR4M CGW4U CHY4U CIA4U CLN4U EWC4U | BAI3E BMX3E BTA3O CGG3O CLU3E | BTX4E |
| (2 extra coop credits count) | | (2 extra coop credits count) | | (2 extra coop credits count) | | (2 extra coop credits count) | |
| 1 English and 1 Bus/History CLA | | 1 English and 1 Bus/History CLA | | 1 English 1 Bus/History CLA | | 1 English and 1 Bus/History CLA | |
| **Total Number of Required Credits** | 8 | | 8 | | 8 | | 8 | |

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**Ursuline College Chatham Catholic Secondary School**

**Specialist High Skills Major Programs - Required Credits**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SHSM Environment - Required Credits** | | | | | | | | |
| **Required Credits** | **Apprenticeship Training Destina- tion** | | **College Destination** | | **University Destination** | | **Workplace Destination (Entry Level)** | |
| **Grade 11** | **Grade 12** | **Grade 11** | **Grade 12** | **Grade 11** | **Grade 12** | **Grade 11** | **Grade 12** |
| **Major Credits**  **At least one course from each grade must be taken** | SVN3E |  | SVN3M | SCH4C SPH4C | SVN3M | SBI4U | SVN3E |  |
| CGG3O CLU3E GPP30 HRF30 PAF3O PPL3O TCJ3E | BTX4C CGR4E PAF4O PAL4O PPL4O TCJ4E  Dual Credit | BAF3M CHW3M CLU3M HRT3M PPZ3C SBI3C TDJ3M TGJ3M | BAT4M BBB4M BTX4C CGR4M PAL4O TDJ4M  Dual Credit | BAF3M CHW3M CLU3M HRT3M SBI3U SCH3U SPH3U TDJ3M TGJ3M | BAT4M BBB4M CGR4M CGW4U CLN4U HSB4U PSK4U SCH4U SPH4U TDJ4M  Dual Credit | CGG3O CLU3E GPP3O HRF30 PAF3O PPL3O TCJ3E | CGR4E PAF4O PPL4O TCJ4E  Dual Credit |
| **2 Co-op credits required** | GWL3O (2 credits) | | GWL3O (2 credits) | | GWL3O (2 credits) | | GWL3O (2 credits) | |
| **2 English credits required** | ENG3C ENG3E | ENG4C ENG4E | ENG3C | ENG4C | ENG3U | ENG4U | ENG3E | ENG4E OLC4O |
| **1 Mathematics credit required** | MBF3C MEL3E |  | MBF3C MCF3M | MAP4C MCT4C | MCF3M MCR3U | MCV4U MDM4U MHF4U | MEL3E | MEL4E OLC4O |
| 2 English and 1 Math CLA’s | | 2 English and 1 Math CLA’s | | 2 English and 1 Math CLA’s | | 2 English and 1 Math CLA’s | |
| **Total Number of Required Credits** | 9 | | 9 | | 9 | | 9 | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SHSM Health and Wellness - Required Credits** | | | | | | | | | |
| **Required Credits** | **Apprenticeship Training Des- tination** | | **College Destination** | | **University Destination** | | **Workplace Destination (Entry Level)** | | **Dual Credits** |
| **Grade 11** | **Grade 12** | **Grade 11** | **Grade 12** | **Grade 11** | **Grade 12** | **Grade 11** | **Grade 12** |
| **Major Credits**  **Complete 4 courses in total**  **At least one course from each grade must be taken** | PAF3O PAI3O PPL3O | PAI4O PPL4O | ATC3M PAF3O PAI3O PPL3O SBI3C | ATC4M HHG4M HSB4U SCH4C SPH4C  Dual Credit | ATC3M PAI3O PAF3O PPL3O SBI3U | ATC4M PSK4U SBI4U HHG4M SCH4U SPH4U  Dual Credit | PAF3O PAI3O PPL3O | PAI4O PPL4O | BON4T PHC4T PLP4T PPH4T TOB4T TOR4T TXE4T |
| GPP3O HPC3O HRF30 SBI3C SVN3E TXJ3E | PAF4O SCH4C SNC4E SPH4C TXJ4E  Dual Credit | HRT3M HPC3O HSP3C PPZ3C SVN3M | HRT3M SCH3U SPH3U SVN3M | GPP3O HPC3O SVN3E TXJ3E | HPD4E PAF4O SNC4E TXJ4E  Dual Credit |
| **One Science or Social Sci- ence credit required** | HPC3O HRF3O SBI3C SVN3E | SCH4C SPH4C | HRF3O HRT3M HSP3C SBI3C SVN3M | HHG4M SCH4C SPH4C | HRT3M SBI3U SCH3U SPH3U SVN3M | HHG4M HHS4U SBI4U SCH4U SPH4U SES4U | HPC3O HRF3O SVN3E | |
| (2 extra coop credits can count) | | (2 extra coop credits can count) | | (2 extra coop credits can count) | | (2 extra coop credits can count) | |
| **Two Co-operative Educa- tion credits required** | GWL3O (2 credits) | | GWL3O (2 credits) | | GWL3O (2 credits) | | GWL3O (2 credits) | |
| **One English required** |  | ENG4C ENG4E | ENG3C | ENG4C | ENG3U | ENG4U | ENG3E | ENG4E OLC4O |
| **One Mathematics required** | MBF3C MEL3E | MEL4E | MBF3C MCF3M | MAP4C MCT4C | MCR3U | MCV4U MDM4U MHF4U | MEL3E | MEL4E |
|  | English, Math, Science or SS CLA’s | | English, Math, Science or SS CLA’s | | English, Math, Science or SS CLA’s | | English, Math, Science or SS CLA’s | |
| **Total Number of Required Credits** | 9 | | 9 | | 9 | | 9 | |

**Pathways To Success Course Calendar**

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**Specialist High Skills Major Programs - Required Credits**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SHSM Manufacturing - Required Credits** | | | | | | | | | |
| **Required Credits** | **Apprenticeship Training Destination** | | **College Destination** | | **University Destination** | | **Workplace Destination (Entry Level)** | | **Dual Credits** |
| **Grade 11** | **Grade 12** | **Grade 11** | **Grade 12** | **Grade 11** | **Grade 12** | **Grade 11** | **Grade 12** |
| **Major Credits**  **Complete four courses in total**  **At least one course from each grade must be taken** | TMJ3C | TCJ4E TMJ4C | TMJ3C | TMJ4C | TDJ3M | TDJ4M  Dual Credit | TCJ3E TMJ3C | TCJ4E TMJ4C | TLL4T  Welding  TNK4T  Electrical  TZP4T  Trade Theory |
| TCJ3E TWJ3E | TCJ4E TWJ4E  Dual Credit | AWI3M TDJ3M TEJ3M TGJ3M ICS3C | AWI4M TDJ4M TEJ4M TGJ4M  Dual Credit | AWI3M ICS3U TEJ3M TGJ3M TMJ3C | AWI4M ICS4U SCH4U SPH4U TEJ4M TGJ4M  Dual Credit | TCJ3E TWJ3E | TCJ4E TWJ4E  Dual Credit |
| **One Science Credit in either Grade required** | SBI3C SVN3E | SCH4C SPH4C | SBI3C SVN3M BDI3C | SCH4C SPH4C | SBI3U SCH3U SPH3U SVN3M | SBI4U SCH4U SPH4U SES4U | None Required | |
| (2 extra coop credits can count) | | (2 extra coop credits can count) | | (2 extra coop credits can count) | |  | |
|  |
| **Two Co-op credits required** | GWL3O (2 credits) | | GWL3O (2 credits) | | GWL3O (2 credits) | | GWL3O (2 credits) | |
| **One English credit required** | ENG3C ENG3E |  | ENG3C | ENG4C | ENG3U | ENG4U | ENG3E | ENG4E |
| (Both Required)  OLC4O | |
| **One Mathematics credit required** |  | MAP4C MCT4C MEL4E | MBF3C | MAP4C MCT4C | MCF3M MCR3U | MCV4U MDM4U MHF4U | MEL3E | MEL4E |
| English, Math and Science CLA’s | | English, Math and Science CLA’s | | English, Math and Science CLA’s | | English, Math and Science CLA’s | |
| **Total Number of Required Credits** | 9 | | 9 | | 9 | | 9 | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **SHSM Non-Profit - Required Credits** | | | | | | | | |
| **Required Credits** | **Apprenticeship Training Destina- tion** | | **College Destination** | | **University Destination** | | **Workplace Destination (Entry Level)** | |
| **Grade 11** | **Grade 12** | **Grade 11** | **Grade 12** | **Grade 11** | **Grade 12** | **Grade 11** | **Grade 12** |
| **Major Credits**  **Complete four courses in total**  **At least one course from each grade must be taken** | CGG3O CLU3E GPP30 HPC3O | CGR4E BDV4C  Dual Credit | CHW3M CLU3M HSP3C TGJ3M | CGR4M HHG4M HSB4M CGW4C CLN4C TGJ4M  Dual Credit | CHA3U CHW3M CLU3M HSP3U TGJ3M | CGR4M CGW4U CHY4U CIA4U CLN4U HHG4M HSB4U0  Dual Credit | CGG3O CLU3E GPP3O HPC3O | CGR4E  Dual Credit |
| HRF3O | HRF3O HRE3M | HRT3M | HRF3O |
| **One Business or Science Credit in either Grade required** | BDI3C BMI3C SVN3E | BTX4C BTX4E | BAF3M BMI3C SVN3M ICS3C | BAT4M BBB4M BDV4C BTX4C | BAF3M SBI3U SCH3U SVN3M ICS3U | BAT4M SBI4U SCH4U SES4U SPH4U ICS4U | BAI3E BMX3E SVN3E | BTX4E SNC4E |
| (2 extra coop credits can count) | | (2 extra coop credits can count) | | (2 extra coop credits can count) | | (2 extra coop credits can count) | |
| **2 Co-op credits** | GWL3O (2 credits) | | GWL3O (2 credits) | | GWL3O (2 credits) | | GWL3O (2 credits) | |
| **One English credit required** |  | ENG4C ENG4E | ENG3C | ENG4C | ENG3U | ENG4U | ENG3E | ENG4E OLC4O |
| **One Mathematics credit required** | MBF3C MCF3M MEL3E |  | MBF3C MCF3M | MAP4C MCT4C | MCF3M MCR3U | MCV4U MDM4U MHF4U | MEL3E | MEL4E |
|  | English, Math, Business or Science CLA’s | | English, Math, Business or Science CLA’s | | English, Math, Business or Science CLA’s | | English, Math, Business or Science CLA’s | |
| **Total Number of Required Credits** | 9 | | 9 | | 9 | | 9 | |

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**Ursuline College Chatham Catholic Secondary School**

**EXTRACURRICULAR ACTIVITIES**

**ATHLETICS**

**EXTRACURRICULAR ACTIVITES AT U.C.C.**

**Find your place at UCC!**

|  |  |  |
| --- | --- | --- |
| **EVENT** | **CONTACT PERSON** | **SEASON** |
| Badminton | Mr. Evans, Mrs. McMath, Mr. Halinaty | Spring |
| Baseball (Boys) | Mr. Tengelis | Fall |
| Basketball (Boys) | Mr. Dunlop, Mr. Berlemont, Mr. Jones | Winter |
| Basketball (Girls) | Ms. Bromley, Ms. Mommersteeg, Ms. Lucarelli, Mr. Culverwell | Fall |
| Cheerleading | Ms. Dunlop | Fall/Winter/Spring |
| Cross Country | Mr. Whyte, Mr. Cowan | Fall |
| Curling (Boys) | Mr. Teeuwen, Ms Bos | Winter |
| Curling (Girls) | Mr. Teeuwen, Ms Bos | Winter |
| Football (Senior) | Mr. Morkin, Mr. McCabe | Spring/Fall |
| Football (Junior) | Mr. Mallette | Fall |
| Golf | Mr. Blundy | Fall |
| Hockey (Boys) | Mr. McCabe, Mr. Mallette | Winter |
| Hockey (Girls) | Mr. Wright, Ms. Mommersteeg | Winter |
| Rugby (Girls) | Mr. Morkin, Mr. Phaneuf, Ms. Balkwill | Spring |
| Soccer (Boys) | Mr. Kalp, Mr. Wright | Spring |
| Soccer (Girls) | Ms. Mommersteeg | Spring |
| Tennis | Mr. Evans, Mr. Teeuwen | Fall |
| Track and Field | Mr. Whyte, Mr. Cowan | Spring |
| Ultimate Frisbee | Mr. Girard | Spring |
| Volleyball (Boys) | Mr. Denomy, Ms. Sanford, Mr. Jones, Mr. Whelihan | Fall |
| Volleyball (Girls) | Mr. Phaneuf, Ms. Sanford, Mr. Jones, Mrs. Koehler | Winter |
| Weight Training | Mr. Tengelis | All Year |
| Wrestling | Mr. Parent | Winter |

**ARTS**

|  |  |  |
| --- | --- | --- |
| **EVENT** | **CONTACT PERSON** | **TIME FRAME** |
| Art Club | Ms. McEachran | September - June |
| Choir | Mr. Zimmer | September - June |
| Concert Band | Mr. Brown | September - June |
| Film Festival | Mr. Girard | September - June |
| Jazz Band | Mr. Dittmer | September - June |
| Mass Musicians | Mr. Brown | September - June |
| Music Society | Mr. Dittmer, Mr. Zimmer, Mr. Brown | September - June |
| Musical Production | Mr. Matteis, Mrs. Biondi, Mrs. Dunlop | September - June |
| National Theatre School Drama Festival | Mrs. Fernandes, Ms. Magliaro | September - June |

**Pathways To Success Course Calendar**

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**EXTRACURRICULAR ACTIVITIES**

**CLUBS**

|  |  |  |
| --- | --- | --- |
| **EVENT** | **CONTACT PERSON** | **TIME FRAME** |
| Competitive Trivia | Mr. Broadbent | September - June |
| Cosmo Club | Ms. Martin | September - June |
| Debate | Mr. Broadbent | September - June |
| E-Sports | Mr. Teeuwen | September - June |
| Games | Mr. Culverwell | September - June |
| UCC Cares | Mrs. Culverwell, Mrs. Dudics, Mr. Dula | September - June |
| Media | Mr. Girard | September - June |
| Prom | Ms. Vilaranda, Ms. Sanford | Late Spring |
| Rainbow Alliance | Mrs. Torrance | September-June |
| Yearbook | Ms. Hashim | September - June |

**COMPETITIONS AND CONTESTS**

|  |  |  |
| --- | --- | --- |
| **EVENT** | **CONTACT PERSON** | **TIME FRAME** |
| Computer Programming Competitions/Robotics | Ms. Torrance | October - May |
| Math Contests | Mr. Rivard | September - June |

**LEADERSHIP**

|  |  |  |
| --- | --- | --- |
| **EVENT** | **CONTACT PERSON** | **TIME FRAME** |
| Lancer Link | Ms. Brewer, Ms. Dunlop, Mr. Dunlop, Mr. Matteis | September - June |
| Kidwin Zhiingwaak | Mr Phaneuf, Mr Mallette | September - June |
| Student Council | Ms. Lacina | September - June |
| UCC United Alliance | Mrs Fernandes | September - June |

**OUTREACH**

|  |  |  |
| --- | --- | --- |
| **EVENT** | **CONTACT PERSON** | **TIME FRAME** |
| We Scare Hunger | Ms. Culverwell | October |

### UCC has something for everyone - Catch the Lancer Spirit!

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**Ursuline College Chatham Catholic Secondary School**

Guitar Music

*Grade 12 University/College*

**AMG4M0**

Guitar Music

*Grade 11 University/College*

**AMG3M0**

Instrumental Music

*Grade 12 University/College*

**AMU4M0**

**The Arts**

##### Prerequisite Chart for the Arts, Grades 9 to 12

Comprehensive Arts *Grade 9 Open* **ALC1O0**

Crafts

*Grade 11 University/College*

**AWA3M0**

Crafts

*Grade 10 Open*

**AWA2O0**

Crafts

*Grade 12 University/College*

**AWA4M0**

Dance

*Grade 12 University/College*

**ATC4M0**

Dance

*Grade 11 University/College*

**ATC3M0**

Dance

*Grade 10 Open*

**ATC2O0**

Dramatic Arts *Grade 10 Open* **ADA2O0**

Dramatic Arts *Grade 9 Open* **ADA1O0**

Dramatic Arts

*Grade 12 University/College*

**ADA4M0**

Dramatic Arts *Grade 11 Open* **ADA3M0**

Fashion and Textile Design *Grade 11 University/College* **AWI3M0**

Fashion and Textile Design

*Grade 10 Open*

**AWI2O0**

Fashion and Textile Design *Grade 12 University/College* **AWI4M0**

Guitar Music *Grade 10 Open* **AMG2O0**

Instrumental Music *Grade 9 Open* **AMU1O0**

Instrumental Music

*Grade 11 University/College*

**AMU3M0**

Instrumental Music *Grade 10 Open* **AMU2O0**

**Pathways To Success Course Calendar**

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**The Arts**

Visual Arts

*Grade 11 University/College*

**AVI3M0**

Visual Arts

*Grade 12 University/College*

**AVI4M0**

Visual Arts *Grade 10 Open* **AVI2O0**

Visual Arts *Grade 9 Open* **AVI1O0**

**Comprehensive Arts**

ALC1O0

Comprehensive Arts, Grade 9, Open

This course integrates two or more of the arts (drama, music, and visual arts), giving students the opportunity to produce and present art works created individually or collaboratively. Students will demonstrate innovation as they learn and ap- ply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the crea- tive process and responsible practices to explore solutions to integrated arts challenges.

***Prerequisite: None***

##### Crafts

AWA2O0

Crafts, Grade 10, Open

This practical hands-on course provides students with the opportunity to explore crafts by using a wide variety of materials (e.g. stained glass, cement, ceramics, plexiglass, wood, reef for bas- kets and porcelain tile pieces). Activities include dreamcatchers, photo frames, etched greeting cards, mosaic coasters, bracelets, ornaments, scratch-art magnets, pyrography (decorative wood-burning process used for door hangers) and garden stepping stones.

***Prerequisite: None***

AWA 3M0

Crafts, Grade 11, University/College

This course provides students with continued focus on crafts exploring different media through the Canadian Aboriginal culture. Stained glass, mosaic, etching, and basket making skills are expanded. Possible media includes; digital pho- tography, soapstone, paper, glass, fabric, stone, wool, and beads, as well as materials found in the environment. Projects may include; carved soapstone figures, beading, stained glass, paper making, basket making, wreaths, dishcloths, cro- cheted blankets, and a mosaic mural.

***Prerequisite: Crafts, Grade 10, Open***

AWA4M0

Crafts, Grade 12, University/College

This course provides students with a continued focus on crafts with an increase in technical difficulty. Students will continue to learn the

traditional methods of different cultures while exploring a variety of media. Materials explored include: balsa wood, plaster paris, acrylic paint, grout and tile, wool, airbrush, clay, and reed. Pro- jects include: mask making, mosaic wall mural, carved totem poles, weaved pillowcase, crazy cross-stitched bookmarks, airbrushing painting and basket weaving.

***Prerequisite: Crafts, Grade 11, University/ College***

##### Dance

ATC2O0

Dance, Grade 10, Open

This course emphasizes the development of stu- dents’ technique and creative skills relating to the elements of dance and the tools of composition in a variety of performance situations. Students will identify responsible personal and interpersonal practices related to dance processes and produc- tion, and will apply technologies and techniques throughout the process of creation to develop artistic scope in the dance arts.

***Prerequisite: None***

ATC3M0

Dance, Grade 11, University/College Preparation

This course emphasizes the development of stu- dents’ artistry, improvisational and compositional skills, and technical proficiency in global dance genres. Students will apply dance elements, techniques, and tools in a variety of ways, includ- ing performance situations; describe and model responsible practices related to the dance environ- ment; and reflect on how the study of dance affects personal and artistic development.

***Prerequisite: Dance, Grade 10, Open***

ATC4M0

Dance, Grade 12, University/College Preparation

This course emphasizes the development of students’ technical proficiency, fluency in the lan- guage of movement in global dance genres, and understanding of the dance sciences. Students will explain the social, cultural, and historical contexts of dance; apply the creative process through the art of dance in a variety of ways; and exhibit an

understanding of the purpose and possibilities of continuing engagement in the arts as a lifelong learner.

***Prerequisite: Dance, Grade 11, University/College Preparation***

##### Dramatic Arts

ADA1O0

Dramatic Arts, Grade 9, Open

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cul- tures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experi- ences to develop an understanding of themselves, the art form, and the world around them.

***Prerequisite: None***

ADA2O0

Dramatic Arts, Grade 10, Open

This course provides opportunities for students to explore dramatic forms, conventions, and tech- niques. Students will explore a variety of dramatic sources from various cultures representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences. ***Prerequisite: None***

ADA3M0

Dramatic Arts, Grade 11, University/College Preparation

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences. ***Prerequisite: Dramatic Arts, Grade 9 or 10, Open***

##### 36 Ursuline College Chatham Catholic Secondary School

ADA4M0

Dramatic Arts, Grade 12, University/College Preparation

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about vari- ous theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social aware- ness, and goals beyond secondary school. ***Prerequisite: Dramatic Arts, Grade 11, University/College Preparation***

##### Fashion and Textile Design

AWI2O0

Fashion and Textile Design, Grade 10, Open

Students will learn basic hand stitching and ma- chine techniques in this fun and engaging course! This course explores what clothing communicates about the wearer and how it becomes a crea- tive outlet through the design and production processes. Students will learn, through practical experiences, about the nature of fashion design; the characteristics of fibres and fabrics; the con- struction, production, and marketing of clothing, and how to plan and care for a wardrobe that is appropriate for an individual’s appearance, activi- ties, employment, and lifestyle. Potential projects include; a drawstring bag, cosmetic case, apron and mitt, pyjama pants, and a sculptural dress. ***Prerequisite: None***

AWI3M0/AWI3O0

**Fashion and Textile Design, Grade 11, University/College Preparation or Open** This course provides students with an opportunity to refine previously learned sewing techniques and further examine the creativity of Fashion in a creative and fun environment! It provides a historical perspective on fashion and design, exploring the origins, influence, and importance of fashion as an expression of national, cultural, religious, and personal identity. Students will learn about the many facets of the Canadian fash- ion industry, including both large-scale and small entrepreneurial enterprises, and its worldwide links, as well as gaining practical experience in garment design, production, and care. Potential projects include; cosmetic case (with zipper), mittens, slip dress, a bag, and a sculptural dress. ***Prerequisite: AWI2O0***

AWI4M0

Fashion and Textile Design, Grade 12, University/College Preparation

This course focuses on the creative process, specifically the design aspect of Fashion. Stu- dents will become more familiar with the ele- ments and principles of design and as a result, will create a garment from scratch using their own pattern. Students will be exposed to vari- ous techniques and patterns, not necessarily used in everyday clothing, as they help to cre- ate costumes for the school musical. As well,

### The Arts

they will also have the opportunity to create a personal project to complete their protfolio. Thus, students will continue to build on previ- ously gained knowledge in garment design, pro- duction, and care.

***Prerequisite: AWI3M0***

##### Guitar Music

AMG2O0

Guitar Music, Grade 10, Open

This course emphasizes the creation and perfor- mance of guitar music at a level consistent with previous experience. Students will develop musi- cal literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of mu- sical conventions, practices, and terminology and apply the elements of guitar music in a range of activities. They will also explore the function of music in society with reference to the self, com- munities, and cultures.

***Prerequisite: None***

AMG3M0

Guitar Music, Grade 11, University/College Preparation

This course provides students with opportunities to develop their musical literacy through the cre- ation, appreciation, analysis, and performance of guitar music, including traditional, commercial, and art music. Students will apply the creative process when performing and creating a wide va- riety of music and will employ the crtiical analy- sis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. ***Prerequisite: Guitar Music, Grade 10, Open***

AMG4M0

Guitar Music, Grade 12, University/College Preparation

This course enables students to enhance their musical literacy through the creation, apprecia- tion, analysis, and performance of music. Stu- dents will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in mu- sic to their life and careers.

**Prerequisite: AMG3M0**

##### Instrumental Music

AMU1O0

Instrumental Music, Grade 9, Open

This course emphasizes the creation and perfor- mance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, perfor-

##### Pathways To Success Course Calendar

mance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

***Prerequisite: None***

AMU2O0

Instrumental Music, Grade 10, Open

This course emphasizes the creation and perfor- mance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis pro- cesses in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conven- tions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures. ***Prerequisite: None***

AMU3M0

Instrumental Music, Grade 11, University/College Preparation

This course provides students with opportunities to develop their musical literacy through the crea- tion, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analy- sis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. ***Prerequisite: Instrumental Music,***

***Grade 9 or 10, Open or Guitar Music, Grade 10, Open***

AMU4M0

Instrumental Music, Grade 12, University/College Preparation

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their under- standing of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

***Prerequisite: Instrumental Music,***

***Grade 11 , University/College Preparation***

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### The Arts

**AVI1O0**

##### Visual Arts

Visual Arts, Grade 9, Open

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the ele- ments and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Stu- dents will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

***Prerequisite: None***

AVI2O0

Visual Arts, Grade 10, Open

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

***Prerequisite: None***

AVI3M0

Visual Arts, Grade 11, University/College Preparation

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmak- ing, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a par- ticular artform (e.g. photography, video, computer graphics, information design).

***Prerequisite: Visual Arts, Grade 9 or 10, Open***

AVI4M0

Visual Arts, Grade 12, University/College Preparation

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

***Prerequisite: Visual Arts, Grade 11, University/College Preparation***

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**Business Studies**

**Prerequisite Chart for Business Studies, Grades 10 to 12**

Financial Accounting Principles *Grade 12 University/College* **BAT4M0**

Financial Accounting

*Grade 11 University/College*

**BAF3M0**

Accounting Essentials *Grade 11 Workplace* **BAI3E0**

Entrepreneurship: Venture Planning in an Electronic Age *Grade 12 College*

**BDV4C0**

**Introduction to Business**

International Business Fundamentals *Grade 12 University/College* **BBB4M0**

Marketing: Goods, Services, Events

*Grade 11 College*

**BMI3C0**

Information & Communication Technology: In the Workplace *Grade 12 Workplace*

**BTX4E0**

BEP2O0

Launching and Leading a Business, Grade

cation technology skills through the use of com-

BTX4E0

Marketing: Retail & Services *Grade 11 Workplace* **BMX3E0**

Information and Communication

|  |  |  |
| --- | --- | --- |
| **10, Open**  This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today’s economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication tech- nology, financial management, human resources, and production.  ***Prerequisite: None***  **Information and Communication Technology**  **BTA3O0**  **Information and Communication Technology: The Digital Environment, Grade 11, Open**  This course prepares students for the digital en- vironment. Using a hands-on approach, students will further develop information and communi- | mon business software applications. The concept  and operation for e-business will be explored, and the students will design and create an e-business website. The skills developed in this course will prepare students for success in the workplace and/or postsecondary studies.  ***Prerequisite: None***  **BTX4C0**  **Information and Communication Technology: Multimedia Solutions, Grade 12, College Preparation**  This course provides students with the opportunity to apply their information and communication tech- nology skills while working in a team environment. Through a project-based approach, students will have opportunities to integrate common business software applications and apply multimedia tech- niques. Students will further develop their under- standing of electronic business and e-commerce environments. The skills acquired in this course will prepare students for success in postsecondary studies and in their future careers.  ***Prerequisite: Information and Communication Technology: The Digital Environment, Grade 11, Open*** | **Technology in the Workplace,**  **Grade 12, Workplace Preparation**  This course provides students with the opportunit to further develop essential workplace skills in information and communication technology while working in a team environment. Using a project based approach, students will focus on integrating software applications and applying multimedia software features. Students will expand their understanding of e-business and e-commerce environments and workplace ethics. This course will prepare students for a successful transition from secondary school to the workplace.  ***Prerequisite: Information and***  ***Communication Technology: The Digital Environment, Grade 11, Open*** |

Information & Communication Technology: The Digital Environment *Grade 11 Open*

**BTA3O0**

Launching and Leading a Business

*Grade 10 Open*

**BEP2O0**

Information & Communication Technology: Multimedia Solutions *Grade 12 College*

**BTX4C0**

Introduction to Entrepreneurial Studies

*Grade 11 College*

**BDI3C0**

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**Pathways To Success Course Calendar**

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### Business Studies

**BAF3M0**

##### Accounting

**BMI3C0**

##### Marketing

**International Business**

BBB4M0

**Financial Accounting Fundamentals, Grade 11, University/College Preparation** This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/ or career opportunities in business. Students will acquire an understanding of accounting for a ser- vice and a merchandising business, computerized accounting, financial analysis, and current issues and ethics in accounting.

***Prerequisite: None***

BAI3E0

Accounting Essentials,

**Grade 11, Workplace Preparation**

This course introduces students to the account- ing cycle of a service business. Students will use computer application software to record business transactions and to prepare financial statements. Students will also investigate banking and cash management, decision making, ethical behaviour, and career opportunities in the field of accounting. ***Prerequisite: None***

BAT4M0

**Financial Accounting Principles,**

**Grade 12, University/College Preparation**

**Marketing: Goods, Services, Events, Grade 11, College Preparation**

This course introduces the fundamental concepts of product marketing, which includes the market- ing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strate- gies, and produce a marketing plan for a product of their choice.

***Prerequisite: None***

BMX3E0

Marketing: Retail and Service, Grade 11, Workplace Preparation

This course focuses on marketing activities in the retail and service sectors. Students will examine trends and global influences on marketing deci- sions, and will learn about the importance of cus- tomer service in developing a customer base and maintaining customer loyalty. Through hands-on learning, students will develop personal selling and information technology skills that will prepare them for a variety of marketing-related positions in the workplace.

***Prerequisite: None***

**International Business Fundamentals, Grade 12, University/College Preparation** This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associ- ated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, market- ing, and management.

***Prerequisite: None***

This course introduces students to advanced

accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course further develops accounting methods for assets and introduces accounting for partnerships, corporations, and sources of financing.

***Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation***

##### Entrepreneurial Studies

BDI3C0

Introduction to Entrepreneurial Studies, Grade 11, College Preparation

This course focuses on ways in which entrepre- neurs recognize opportunities, generate ideas, and organize resources to plan successful ven- tures that enable them to achieve their personal goals by satisfying the needs of others. Students will learn about values, traits, and skills most of- ten associated with successful entrepreneurial activity.

***Prerequisite: None***

BDV4C0

Entrepreneurship: Venture Planning in an Electronic Age, Grade 12,

**College Preparation**

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.

***Prerequisite: None***

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**Canadian and World Studies**

**Prerequisite Chart for Canadian and World Studies, Grades 9 to 12 - Geography**

World Issues:

A Geographic Analysis *Grade 12 University* **CGW4U0**

Exploring Canadian Geography *Grade 9 De-streamed* **CGC1W0/CGC1WF**

|  |  |  |
| --- | --- | --- |
| *Any Grade 11 or 12* ***university*** *or* ***university/college*** *preparation course in Canadian & World Studies, English or Soc. Sciences & Humanities* |  |  |
|  |
|  | |
| *Any Grade 11 or 12* ***college*** *preparation course in Canadian & World Studies, English or Social Sciences & Humanities* |  |
|  |
|  | |
| Travel and Tourism: Georgraphic Perspective *Grade 11, Open* **CGG3O0** |  |
|  | |

World Issues:

A Geographic Analysis *Grade 12 College* **CGW4C0**

**Prerequisite Chart for Canadian and World Studies, Grades 10 to 12 - History (including Civics)**

*Any Grade 11 or 12* ***university*** *or* ***university/college*** *preparation course in Canadian & World Studies, English or Soc. Sciences & Humanities*

World History

to the End of the Fifteenth Century *Grade 11 University/College* **CHW3M0**

Civics and Citizenship

*Grade 10 Open* (Half Credit) **CHV2O0**

World History Since the Fifteenth Century *Grade 12 University* **CHY4U0**

Canadian History Since World War I

*Grade 10 Applied*

**CHC2P0**

Canadian History Since World War I *Grade 10 Academic* **CHC2D0/CHC2DF**

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**Canadian and World Studies**

**Prerequisite Chart for Canadian and World Studies, Grades 10 to 12 - Law and Economics**

Understanding Canadian Law *Grade 11 University/College* **CLU3M0**

Canadian History Since World War I

*Grade 10 Applied*

**CHC2P0**

Understanding Canadian Law in Everyday Life

*Grade 11 Workplace*

**CLU3E0**

Canadian History Since World War I *Grade 10 Academic* **CHC2D0/CHC2DF**

Analyzing Current Economic Issues

*Grade 12 University*

**CIA4U0**

Any *Grade 11 or 12* ***University*** *or* ***University/College*** *preparation course in Canadian & World Studies, English or Soc. Sciences & Humanities*

Canadian and International Law

*Grade 12 University*

**CLN4U0**

Legal Studies *Grade 12 College* **CLN4C0**

**CGC1W0**

##### Geography

CGG3O0

Travel and Tourism: Geographic Perspec- tive, Grade 11, Open

graphic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations. ***Prerequisite: Issues in***

Exploring Canadian Geography, Grade 9,

**De-streamed**

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada’s natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other through- out Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

***Prerequisite: None***

CGC1WF

Issues in Canadian Geography, Grade 9, Academic (French Immersion)

This course taught entirely in French. This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada’s natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will under- stand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

***Prerequisite: None***

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and politi- cal characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the con- cepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural enivronments and human communities. ***Prerequisite: Issues in Canadian Geography, Grade 9, De-streamed***

CGW4U0

World Issues: A Geographic Analysis, Grade 12, University Preparation

This course looks at the global challenge of cre- ating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human com- munities around the world.

***Prerequisite: Any university or university/ college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities***

CGW4C0

World Issues: A Geographic Analysis, Grade 12, College Preparation

This course explores many difficult challenges facing Canada and the world today - challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geo-

***Canadian Geography, Grade 9, Academic or Applied***

##### Civics

CHV2O0

Civics and Citizenship, Grade 10, Open (Half Credit)

This course explores rights and responsibilities associated with being an active citizen in a demo- cratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express in- formed opinions about, a range of political issues and developments that are both of significance in today’s world and of personal interest to them. ***Prerequisite: None***

##### History

CHC2D0

Canadian History Since World War I, Grade 10, Academic

This course explores social, economic, and politi- cal developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and co- operation in Canadian society, Canada’s evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

***Prerequisite: None***

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### Canadian and World Studies

CHC2DF

**Canadian History Since World War I, Grade 10, Academic (French Immersion)** This course, taught entirely in French, explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will exam- ine the role of conflict and cooperation in Canadian society, Canada’s evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

***Prerequisite: None***

CHC2P0

Canadian History Since World War I, Grade 10, Applied

This course focuses on the social context of histori- cal developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the his- torical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

***Prerequisite: None***

CHW3M0

World History to the end of the Fifteenth Century, Grade 11, University/College Preparation

This course explores the history of various societies around the world, from earliest times to around 1500 CE. Students will examine life in and the legacy of various ancient and pre-modern societies throughout the world, including those in, Africa, Asia, Europe, and the Americas. Students will ex- tend their ability to apply the concepts of historical thinking and the historical inquiry process, includ- ing the interpreatation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

***Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied***

CHY4U0

World History since the Fifteenth Century, Grade 12, University

This course traces major developments and events in world history since approximately 1450. Stu- dents will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and assess societal progress

or decline in world history.

***Prerequisite: Any university or university/ college or college preparation course in Ca- nadian and World Studies, English, or Social Sciences and Humanities***

##### Law

CLU3E0

Understanding Canadian Law in Everyday Life, Grade 11, University/College Prepa- ration

This course enables students to develop practical understanding of laws that affect the everyday lives of people in Canada, including their own lives. Students will gain an understanding of the need for laws, and of their rights, freedoms, and responsibilities under Canadian law. Topics include laws relating to marriage, the workplace, cyberbullying, and the processing of criminal of- fences. Students will apply the concepts of legal thinking and the legal inquiry process, and will begin to develop legal reasoning skills and an understanding of Canadian law.

***Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied, or a locally developed compulsory course (LDCC)***

CLU3M0

Understanding Canadian Law, Grade 11, University/College Preparation

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. Students will use case studies and apply the concepts of legal thinking and the legal inquiry process to develop legal reasoning skills and to formulate and communicate informed interpreta- tions of legal issues, and they will develop the ability to advocate for new laws.

***Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied***

CLN4C0

Legal Studies, Grade 12, College Prepara- tion

This course provides a foundation for students who wish to pursue a career that requires an understanding of law. Students will explore the importance of law, analysing contemporary legal issues and their impact. They will investigate requirements for various law-related careers as well as legal responsibilities in the workplace. Students will apply the concepts of legal thinking and the legal inquiry process to investigate the role of law in a changing society and will develop conflict-resolution skills needed for negotiation. ***Prerequisite: Civics and Citzenship, Grade 10***

CLN4U0

Canadian and International Law, Grade 12, University Preparation

This course explores a range of contemporary legal issues and how they are addressed in both Cana- dian and international law. Students will develop their understanding of the principles of Canadian

and international law when exploring rights and freedoms within the context of topics such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law.

***Prerequisite: Any university or univers- ity/college preparation course in Canadian and World Studies, English, or Social Sci- ences and Humanities***

##### Economics

CIA4U0

Analyzing Current Economic Issues, Grade 12, University Preparation

This course examines current national and global economic trends and policies from diverse per- spectives. Students will explore the impact of choices that individuals and institutions, includ- ing governments, make in responding to local, national, and global economic issues such as globalization and global economic inqualities, trade agreements, national debt, taxation, social spending, and consumer debt. Students will ap- ply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate, and develop informed opinions about, current economic issues and to help them make reasoned economic decisions. ***Prerequisite: Any Grade 11 or 12 universi- ty or university/college preparation course in Canadian and World Studies, English, or***

***Social Sciences and Humanities***

**Pathways To Success Course Calendar** 43

**Prerequisite Chart for Co-operative Education, Peer Mentoring and Leadership, Grades 11 and 12**

**Co-operative Education, and Peer Mentoring**

Co-operative Education and St. Clair College Dual Credit *Grade 12 Open*

**GWL3O2**

Co-operative Education Linked to a Related Course (or Courses) *Grade 11 Open*

**GWL3O2**

Co-operative Education Linked to a Related Course (or Courses) *Grade 12 Open* **GWL3O2/GWL3O4**

Leadership and Peer Support *Grade 11 Open* **GPP3OL**

**Co-operative Education**

DCO3O2

Creating Opportunities through Co-opera- tive Education, Grade 11 (Open)

This course consists of a community-connected experience and a co-operative education cur- riculum focused on developing skills, knowledge, and habits of mind that will support students in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community-connected experience, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other as- pects of their lives.

***Prerequisite: None***

GWL3O2/GWL3O4

Co-operative Education Linked to a Related Course (or Courses), Grade 11 Open, Two Credit Only; Grade 12 Open, Two or Four Credit

This course consists of a community-connected experience and a co-operative education curricu- lum that incorporates relevant expectations from the student’s related course (or courses). Stu- dents will develop skills, knowledge, and habits of mind that will support them in their learning at school and beyond, today and in the future, as well as in their education and career/life plan- ning. Within the context of the community-con-

nected experience, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

Understanding and Experiencing Leadership - Lancer Link

*Grade 12 University*

**IDC4UL**

*Any Grade 11 or 12* ***University***

*or* ***University/College*** *prepara- tion course in Cdn. & World Studies, English or*

*Soc. Sciences & Humanities*

Peer Mentoring *Grade 12 University* **IDC4UP**

Creating Opportunities through Co-operative Education

*Grade 11 Open*

**DCO3O2**

***Prerequisite: None***

***Note: Prospective students must complete an application and interview process.***

GWL3O2

Co-operative Education Linked to a Related Course (or Courses), and St. Clair College Dual Credit, Grade 12, Two Credit, Open

In addition to the course listed above, this course provides the opportunity for students to take a Dual Credit course at St. Clair College one day per week. See page 27 for details.

***Prerequisite: None***

***Note: Prospective students must complete an application and interview process.***

##### Peer Mentoring

GPP3OL

Lancer Link Leadership and Peer Support, Grade 11, Open

This course prepares students in Grade 11 to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, team- work, and conflict management; and apply those skills in leadership and/or peer support roles - for example, as a student council member or a

Lancer Link Crew Leader. Students will examine group dynamics and learn the value of diversity within group and communities.

***Prerequisite: Career Studies, Grade 10, Open***

IDC4UP

Peer Mentoring, Grade 12, University

This course is being offered as an interdisciplin- ary course for students who would like to explore the theory and practice of Leadership, Organiza- tional Studies and issues in Human Growth and Development. This course emphasizes the need for students to achieve competencies in personal, interpersonal and career education. Students will engage in experiential learning in a place- ment at an elementary school (period two or three only). Students will have an opportunity to practise social skills, solidify an understanding of curriculum, enhance a mastery of specific disci- plines, and increase self-understanding within a broader social context.

***Prerequisite: Any Grade 11 or 12 universi-***

***ty or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities***

***Note: Prospective peer mentors must com- plete an application and interview process.***

##### Leadership

IDC4UL

Understanding and Experiencing Leader- ship in connection with the Lancer Link Crew Program, Grade 12 University Prepa- ration

This course is an interdisciplinary course for stu- dents who would like to develop their leadership

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and interpersonal skills. In connection with the Lancer Link crew program students will devel- op and consolidate the skills required for and knowledge of different disciplines to solve prob- lems, make decisions, create personal mean- ing and present findings beyond the scope of a single subject of discipline. The three disciplines focused on are sociology, psychology and busi- ness. Students will apply principles and pro- cesses of iniquity and research to effectively use a range of resources, to analyze research and present their findings in a variety of methods.

### Leadership and Computer Studies

Students will be involved in experiential learning as they lead activities and initiatives within the classroom, the Lancer Link program, our school and surround ing communities. Students may have opportunities to explore disciplines at a post secondary level and attend a leadership retreat/ camp, attend Link Crew Conferences, and further connect their leadership skills to their peers and the incoming Grade 9’s through the Lancer Link Crew program.

##### Prerequisite Chart for Computer Studies, Grades 10-12

Computer Science *Grade 12 University* **ICS4C0**

Digital Technology and Innovations in the Changing World

*Grade 10 Open*

**ICD2O0**

Introduction to Computer Science

*Grade 11 University*

**ICS3C0**

Introduction to Computer Science

*Grade 11 University*

**ICS3U0**

ICD2O0

Digital Technology and Innovations in the Changing World, Grade 10, Open

This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies. ***Prerequisite: None***

ICS3C0

Introduction to Computer Programming, Grade 11, College Preparation

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

***Prerequisite: None***

ICS4C0

Computer Programming, Grade 12, College Preparation

Computer Science *Grade 12 University* **ICS4U0**

This course further develops students’ computer programming skills. Students will learn object- oriented programming concepts, create object- oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry- standard programming tools and proper project management techniques. Students will also inves- tigate ethical issues in computing and expand their understanding of environmental issues, emerging technologies, and computer-related careers.

***Prerequisite: Introduction to Computer Programming Grade 11, College Preparation***

ICS3U0

Introduction to Computer Science, Grade 11, University Preparation

This course introduces students to computer science. Students will design software indepen- dently and as part of a team, using industry- standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of prob- lems as their understanding of the computing environment grows. An end-of-the-year major project includes each student developing a working computer game using the programming language taught throughout the semester.

***Prerequisite: None***

ICS4U0

Computer Science, Grade 12, University Preparation

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create com- plex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. An end-of-the-year major project includes each student developing a working “app” (Android-based) using the programming language taught throughout the semester.

***Prerequisite: Introduction to Computer Science, Grade 11, University Preparation***

**Pathways To Success Course Calendar** 45

**English**

**Prerequisite Chart for English, Grades 9 to 12**

**Compulsory Courses**

English: Understanding Contemporary First Nations, Métis and Inuit Voices *Grade 11 University* **NBE3U0**

English

*Grade 10 Academic*

**ENG2D0**

English

*Grade 12 University*

**ENG4U0**

English

*Grade 10 Applied*

**ENG2P0**

English: Understanding

Contemporary First Nations, Métis and Inuit Voices *Grade 11 College*

**NBE3C0**

|  |  |  |
| --- | --- | --- |
| English  *Grade 9 Academic*  **ENL1W0** |  |  |
|  |

English

*Grade 12 College*

**ENG4C0**

English

*Grade 10 Workplace*

**ENG2L0**

English

*Grade 9 Workplace*

**ENG1L0**

English

*Grade 12 Workplace*

**ENG4E0**

English

*Grade 11 Workplace*

**ENG3E0**

**Optional Courses**

English

*Grade 10 Academic*

**ENG2D0**

The Writer’s Craft *Grade 12 University* **EWC4U0**

English

*Grade 11 University*

**ENG3U0**

Ontario Secondary School Literacy Course

*Grade 11/12 Open*

**OLC4O0**

**Compulsory Courses**

ENL1W0

English, Grade 9

This course enables students to continue to de- velop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to de- velop and apply transferable skills, including digi- tal literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

***Prerequisite: None***

ENG1L0

English, Grade 9, Workplace

This course builds on previous learning and helps students develop a foundation of useful literacy skills that will prepare them for further study

of practical English, the use of communication skills in the study of other subjects and for the ef- fective use of essential language in daily living and in the workplace. It will emphasize listening and speaking, reading and writing, as well as viewing. Students will learn to use language clearly and ac- curately in a variety of everyday situations.

***Prerequisite: None***

ENG2D0

English, Grade 10, Academic

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to

effective communication. This course is intend- ed to prepare students for the compulsory Grade 11 university or college preparation course.

***Prerequisite: English, Grade 9, Academic or Applied***

ENG2L0

English, Grade 10, Workplace

This course builds on previous learning and con- tinues the development of useful literacy skills that will prepare students for further study of practical English, the use of communication skills in the study of other subjects and for the effec- tive use of essential language in daily living and in the workplace. It emphasizes core skill devel- opment in reading, writing, speaking and listen- ing, while reinforcing self confidence in the use of communication skills.

***Prerequisite: Any grade 9 English credit***

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**Ursuline College Chatham Catholic Secondary School**

##### Compulsory Courses

ENG2P0

English, Grade 10, Applied

This course is designed to extend the range of oral communication, reading, writing, and me- dia literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, liter- ary, and graphic texts. An important focus will be on the consolidation of strategies and pro- cesses that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compul- sory Grade 11 college or workplace preparation course.

***Prerequisite: English, Grade 9,***

***Academic or Applied***

ENG3E0

**English, Grade 11, Workplace Preparation** This course emphasizes the development of lit- eracy, communication, and critical and creative thinking skills necessary for success in the work- place and in daily life. Students will study the content, form, and style of a variety of contem- porary informational, graphic, and literary texts; and create oral, written, and media texts in a variety of forms for practical purposes. An im- portant focus will be on using language clearly and accurately in a variety of formal and infor- mal contexts. The course is intended to prepare students for the compulsory Grade 12 workplace preparation course.

***Prerequisite: English, Grade 10,***

***Applied or Workplace***

NBE3C0

Understanding Contemporary

**First Nations, Métis and Inuit Voices, Grade 11, College Preparation**

This course emphasizes the development of lit- eracy, critical thinking, and communication skills through the study of works in English by Ab- original writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an apprecia- tion of the wealth and complexity of Aboriginal writing. Students will also write reports, corre- spondence, and persuasive essays, and analyse the relationship between media forms and audi- ences. An important focus will be on establishing appropriate voice and using business and techni- cal language with precision and clarity.

***Prerequisite: English, Grade 10, Academic or Applied***

NBE3U0

Understanding Contemporary

**First Nations, Métis and Inuit Voices, Grade 11, University Preparation**

This course explores themes, forms, and stylis- tic elements of a range of literary, informational, graphic, oral, cultural, and media tests about and from First Nations, Metis, and Inuit cultures in

### English

to explore their own ideas and understanding, focusing on the development of literacy, commu- nication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grady 12 English university and college prepartion course.

***Prerequisite: English, Grade 10, Academic***

ENG4C0

English, Grade 12, College Preparation

This course emphasizes consolidation of literacy, communication, and critical and creative think- ing skills necessary for success in academic and daily life. Students will analyse a variety of in- formational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater con- trol in writing. The course is intended to prepare students for college or the workplace.

***Prerequisite: English, Grade 11, College***

***Preparation or Understanding Contempo- rary First Nations, Métis and Inuit Voices, Grade 11, College or University Preparation***

ENG4E0

**English, Grade 12, Workplace Preparation** This course emphasizes consolidation of literacy, communication, and critical and creative think- ing skills necessary for success in the workplace and in daily life. Students will analyse informa- tional, graphic, and literary texts and create oral, written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language ac- curately and organizing ideas and information coherently. The course is intended to prepare students for the workplace and active citizenship. ***Prerequisite: English, Grade 11, Workplace Preparation***

ENG4U0

**English, Grade 12, University Preparation** This course emphasizes consolidation of the lit- eracy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic lan- guage coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and devel- oping greater control in writing. The course is intended to prepare students for university, col- lege, or the workplace.

***Prerequisite: Understanding Contemporary***

***First Nations, Métis and Inuit Voices, Grade 11, University Preparation***

##### Optional Courses

OLC4O0

Ontario Secondary School Literacy Course, Grade 11 or 12, Open

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Second- ary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, nar- rative, and graphic texts and will produce a vari- ety of forms of writing, including summaries, in- formation paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

**Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eli- gible to take the course. Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.**

EWC4U0

The Writer’s Craft, Grade 12, University Preparation

This course emphasizes knowledge and skills re- lated to the craft of writing. Students will analyse models of effective writing; use a workshop ap- proach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also com- plete a major paper as part of a creative or ana- lytical independent study project, and investigate opportunities for publication and for writing ca- reers.

***Prerequisite: English, Grade 11, University Preparation***

Canada. Students will analyse the changing use

of text forms by Aboriginal authors from various periods and cultures to express themes such as identity, relationships, and sovereignty. Stu- dents will create oral, written, and media tests

##### Pathways To Success Course Calendar 47

**Prerequisite Chart for French as a Second Language, Grades 9 to 12**

**French as a Second Language**

Core French *Grade 9 Academic* **FSF1D0**

Core French

*Grade 11 University*

**FSF3U0**

Core French

*Grade 10 Academic*

**FSF2D0**

Core French

*Grade 12 University*

**FSF4U0**

Core French *Grade 9 Open* **FSF1O0**

FSF1D0

##### Core French

French Immersion *Grade 10 Academic* **FIF2D0**

French Immersion *Grade 9 Academic* **FIF1D0**

French Immersion *Grade 11 University* **FIF3U0**

FSF2D0

***Core French, Grade 10, Academic***

French Immersion *Grade 12 University* **FIF4U0**

FSF4U0

***Core French, Grade 12, University Prepara-***

Core French, Grade 9, Academic

This course provides opportunities for students to communicate and interact in French with increas- ing independence, with a focus on fa- miliar topics related to their daily lives. Students will continue to develop language knowledge and skills by us- ing language-learning strate- gies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also en- hance their understanding and ap- preciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners.

***Prerequisite: Minimum of 600 hours of***

***elementary Core French instruction, or equivalent.***

FSF1O0

***Core French, Grade 9, Open***

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental com- munication skills through discussing situations and issues that are relevant to their daily

lives. Throughout the course, students will develop their awareness of diverse French- speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary to become life-long language learners.

***Prerequisite: None***

**This course provides opportunities for s**tudents to communicate in French about personally rel- evant, familiar, and academic topics in real-life situations with increas-

ing independence. Stu- dents will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will continue to develop their language knowledge and skills through the selective use of strategies that contribute to effective communication. They will also in- crease their understanding and appre- ciation of diverse French-speaking communities, and will continue to develop the skills necessary to become life-long language learners.

***Prerequisite: Core French, Grade 9, Academic***

FSF3U0

Core French, Grade 11, University Preparation

This course offers students extended opportuni- ties to speak and interact in real-life situations in French with greater independence. Students will develop their creative and critical thinking skills through responding to and exploring a va- riety of oral and written texts. They will contin- ue to broaden their understanding and appre- ciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning.

***Prerequisite: Core French, Grade 10,***

***Academic***

***Prerequisite: French Immersion, Grade 11, University Preparation***

***tion***

This course provides extensive opportunities for students to speak and interact in French inde- pendently. Students will apply language- learn- ing strategies in a wide variety of real-life situa- tions, and will continue to develop their creative and critical thinking skills through responding to and interacting with a variety of oral and writ- ten texts. Students will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary for life-long language learning. ***Prerequisite: Core French, Grade 11, Uni- versity Preparation***

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**French as a Second Language**

**French Immersion**

FIF1D0

French Immersion, Grade 9, Academic

This course provides opportunities for students to speak and interact in French independently in a variety of real-life and personally relevant contexts. Students will develop their ability to communicate in French with confidence by using language-learning strategies introduced in the el- ementary French Immersion program. Students will enhance their knowledge of the language through the study of French-Canadian literature. They will also continue to increase their under- standing and appreciation of diverse French- speaking communities and to develop the skills necessary to become life-long language learners. ***Prerequisite: Minimum of 3800 hours of in- struction in elementary French Immersion, or equivalent.***

FIF2D0

***French Immersion, Grade 10, Academic*** This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Stu- dents will use a variety of language-learning strategies in listening, speaking, reading, and writing, and will respond to and interact with print, oral, visual, and electronic texts. Students will develop their knowledge of the French language through the study of contemporary and historically well- known French European literature. They will also continue to increase their understanding and appreciation of diverse French-speaking commu- nities and to develop the skills necessary to be- come life-long language learners.

***Prerequisite: French Immersion, Grade 9***

***Academic***

FIF3U0

***French Immersion, Grade 11, University Preparation***

This course provides opportunities for students to consolidate the communication skills required to speak and interact with increasing confidence and accuracy in French in a variety of academic and social contexts. Students will apply lan- guage-learning strategies while exploring a va- riety of concrete and abstract topics, and will in- crease their knowledge of the language through the study of French literature from around the world. They will also continue to deepen their un- derstanding and appreciation of diverse French- speaking communities and to develop the skills necessary to become life-long language learners. ***Prerequisite: French Immersion, Grade 10 Academic***

FIF4U0

French Immersion, Grade 12, University Preparation

This course provides students with extensive opportunities to communicate, interact, and think critically and creatively in French. Students will consolidate language-learning strategies and ap- ply them while communicating about con- crete and abstract topics, and will independently res- pond to and interact with a variety of oral and written texts. Students will study a selec- tion of French literature from the Middle Ages to the present. They will also continue to enrich their understanding and appreciation of diverse French-speaking communities and to develop the skills necessary to become life-long language learners.

***Prerequisite: French Immersion, Grade 11, University Preparation***

**Pathways To Success Course Calendar**

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**Ursuline College Chatham Catholic Secondary School**

**Guidance and Career Education**

##### Prerequisite Chart for Guidance and Career Education, Grades 9 to 12

Learning Strategies 1:

Skills for Success in Secondary School

*Grade 9 Open*

**GLE1O0/GLS1O0**

Learning Strategies 1:

Skills for Success in Secondary School

*Grade 10 Open*

**GLE2O0**

Advanced Learning Strategies: Skills for Success After Secondary School *Grade 11 Open*

**GLE3O0**

Advanced Learning Strategies: Skills for Success After Secondary School *Grade 12 Open* **GLE4O0/GLS4O0**

Career Studies *Grade 10 Open* (Half Credit) **GLC2O0**

Discovering the Workplace *Grade 10 Open* **GLD2O0**

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|  | **Guidance** |  |
| **Learning Strategies**  **GLE1O0/GLS1O0/GLE2O0**  **Learning Strategies 1: Skills for Success in Secondary School, Grade 9 or 10, Open** This course focuses on learning strategies to help students become better, more indepen- dent learners. Students will learn how to de- velop and apply literacy and numeracy skills, personal man  agement skills, and interpersonal and team- work skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportu- nities for success in secondary school and be- yond.  ***Prerequisite: GLE1O0 and GLE2O0 - recommendation of principal.***  **GLE3O0/GLE4O0/GLS4O0**  **Advanced Learning Strategies: Skills for Success After Secondary School,**  **Grade 11 or 12, Open**  This course improves students’ learning and personal management skills, preparing them to make successful transitions to work, training, and/or post-secondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal management techniques to maximize their learning. Students will investigate trends and resources to support their post-secondary employment, training, and/or education choic- es and develop a plan to help them meet their learning and career goals.  ***Prerequisite: GLE4O0 and GLE3O0 -***  ***recommendation of principal.*** | **GLC2O0**  **Career Studies, Grade 10, Open (Half Credit)**  This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will as- sess their interests, skills, and charactertistics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the devel- opment of a career plan.  ***Prerequisite: None***  **GLD2O0**  **Discovering the Workplace, Grade 10, Open**  This course provides students with opportunities to discover and develop the workplace essential skills and work habits required to be success- fully employed, and helps students make plans for continued learning and work. Students will develop an understanding of work through prac- tical hands-on experiences in the school and in the community, using real workplace material. Students will investigate occupations of interest through experiential learning opportunities, such as worksite visits, job shadowing, work experi- ences, simulations, and entrepreneurial projects. ***Prerequisite: None*** |

**Health and Physical Education**

**Prerequisite Chart for Health and Physical Education, Grades 9 to 12**



Personal and Fitness Activities

*Grade 12 Open*

**PAF4O0**

Resistance Training *Grade 12 Open (Co-ed)* **PAI4O0**

Healthy Active Living Education *Grade 12 Open* **PPL4O0**

Personal and Fitness Activities

*Grade 11 Open*

**PAF3O0**

Resistance Training *Grade 11 Open (Co-ed)* **PAI3O0**

Healthy Active Living Education *Grade 11 Open* **PPL3OB/PPL3OG**

Exercise Science *Grade 12 University* **PSK4U0**

*Any Grade 11* ***University*** *or* ***University/Col****l****ege*** *preparation course in Science*

Healthy Active Living Education *Grade 9 Open* **PPL1OB/PPL1OG**

Healthy Active Living Education *Grade 10 Open* **PPL2OB/PPL2OG**

Personal and Fitness Activities *Grade 10 Open (Female)* **PAF2OG**

Health for Life *Grade 11 Open* **PPZ3CE**

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| **Physical Education**  **PPL1OB**  **Health Active Living Education, Grade 9, Open (Male)**  This course emphasizes students’ daily partici- pation in a variety of enjoyable physical activi- ties that promote lifelong healthy active living. Students will learn movement techniques and principles, ways to improve personal fitness and physical competence, and safety/injury- preven- tion strategies. They will investigate issues related to healthy sexuality and the  use and abuse of alcohol, tobacco, and other drugs and will participate in activities designed to develop goal- setting, communication, and social skills.  ***Prerequisite: None***  **PPL1OG**  **Healthy Active Living Education, Grade 9, Open (Female)**  This course emphasizes students’ daily partici- pation in a variety of enjoyable physical activi- ties that promote lifelong healthy active living. Students will learn movement techniques and principles, ways to improve personal fitness and physical competence, and safety/injury- prevention strategies. They will investigate issues related to healthy sexuality and the  use and abuse of alcohol, tobacco, and other drugs and will participate in activities designed to develop goal- setting, communication, and social skills.  ***Prerequisite: None*** | **PPL2OB**  **Healthy Active Living Education, Grade 10, Open (Male)**  This course emphasizes regular participation in activities that promote lifelong healthy active living through personal and fitness activities. Student learning will include the application of movement principles to refine skills; partici- pation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexu- ality, healthy eating, substance use and abuse; and the use of informed decision- making, conflict resolution, and social skills in making personal choices.  ***Prerequisite: None***  **PPL2OG**  **Healthy Active Living Education, Grade 10, Open (Female)**  This course emphasizes regular participation in activities that promote lifelong healthy active living through personal and fitness activities. Student learning will include the application of movement principles to refine skills; partici- pation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexu- ality, healthy eating, substance use and abuse; and the use of informed decision- making, conflict resolution, and social skills in making personal choices.  ***Prerequisite: None*** | **PAF2OG**  **Personal and Fitness Activities, Grade 10, Open (Female)**  This course focuses on the development of a healthy lifestyle while participating in a variety of individual physical fitness activities. The goa is to introduce students to personal fitness activities and fitness concepts that will engage students’ interests throughout their lives.  Weekly activities will involve aerobic condition ing (running, swimming, aerobic classes, and cycling), strength and resistance work (weight training, resistance activities, yoga and boot camp-type conditioning) as well as flexibility training. Students will be encouraged to de- velop personal competence and self-direction in a variety ofareas. Students will be given the opportunity to improve personal goal- setting, decision making and enhance social and in- terpersonal skills while improving their overall level of personal fitness.  ***Prerequisite: None***  **PPL3OB**  **Healthy Active Living Education, Grade 11, Open (Male)**  This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have  the po- tential to engage students’ inter- est throughout their lives. Students will be  encouraged to de velop personal competence in a variety of move- ment skills, and will be given opportunities to practice goal-setting, decision-making, coping, social, and interper- sonal skills.- |

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**Pathways To Success Course Calendar**

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Students will also study the components of healthy relationships, reproductive health, men- tal health, and personal safety***.***

***Prerequisite: None***

PPL3OG

Healthy Active Living Education, Grade 11, Open (Female)

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the poten- tial to engage students’ interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills, and will be given opportunities to practice goal-setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproduc- tive health, mental health, and personal safety***. Prerequisite: None***

PAF3O0

Personal and Fitness Activities, Grade 11, Open (Co-ed)

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the poten- tial to engage students’ interest throughout their lives. Some of the activities will include aerobic activities (running, swimming, aerobics class, taeboo, yoga), strength and flexibility training. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-set- ting, decision-making, social and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, men- tal health, personal safety and the major physi- cal fitness parameters. The major focus of this course is to maintain or improve personal fitness levels by participating in vigorous physical activi- ties for sustained periods.

***Prerequisite: None***

PAI3O0

**Individual and Small Group Activities (Re- sistance Training), Grade 11, Open (Co- Ed)** This program is designed to provide enough practi- cal information so that the student is ca- pable of organizing and performing a resistance training program which is safe, productive and efficient. The course is designed to meet the needs of the beginner as well as the experi- enced fitness enthusiast. The myths, principles, theories and current applications of resistance training are all areas of study. Modern views on nutrition, nutrition supplements and drugs as they apply to sports will be examined. The physi- ological response of the muscle at the cellular level will be discussed. A will- ingness to work hard on a daily basis is necessary to be success- ful in this course. This course helps students to meet the Ontario Catholic Graduate Expectations by enabling each person to become self-directed, responsible life-long learner who participates in leisure and fitness activities for a balanced and healthy lifestyle.

***Prerequisite: None***

### Health and Physical Education

PPZ3CE

**Health for Life, Grade 11, Open (ONLINE)** This course helps students develop a personal- ized approach to healthy living. Students will ex- amine the factors that affect their own health and the health of individuals as members of the com- munity. They will learn about the components of the Vital- ity approach to healthy living - an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course, students will develop the skills nec- essary to take charge of and improve their own health, as well as to encourage others to lead healthy lives.

***Prerequisite: None***

PAF4O0

Personal and Fitness Activities, Grade 12, Open (Co-ed)

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the poten- tial to engage students’ interest throughout their lives. Some of the activities will include aerobic activities (running, swimming, aerobics class, taeboo, yoga), strength and flexibility training. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-set- ting, decision-making, social and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, men- tal health, personal safety and the major physi- cal fitness parameters. The major focus of this course is to maintain or improve personal fitness levels by participating in vigorous physical activi- ties for sustained periods.

***Prerequisite: None***

PAI4O0

**Individual and Small Group Activities (Re- sistance Training), Grade 12, Open (Co- Ed)** This program is designed to provide enough practical information so that the student is ca- pable of organizing and performing a resistance training program which is safe, productive and efficient. The course is designed to meet the needs of the beginner as well as the experi- enced fitness enthusiast. The myths, principles, theories and current applications of resistance training are all areas of study. Modern views on nutrition, nutrition supplements and drugs as they apply to sports will be examined. The physi- ological response of the muscle at the cellular level will be discussed. A willingness to work hard on a daily basis is necessary to be successful in this course. This course helps students to meet the Ontario Catholic Graduate Expectations by enabling each person to become self-directed, responsible life-long learner who participates in leisure and fitness activities for a balanced and healthy lifestyle.

***Prerequisite: None***

PPL4O0

Healthy Active Living Education, Grade 12, Open (Co-ed)

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students’ interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-mak ing, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

***Prerequisite: None***

PSK4U0

Exercise Science, Grade 12, University Preparation

This course focuses on the study of human movement and of systems, factors, and princi- ples involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physi- cal activity and sports, and the factors that in- fluence an individual’s participation in physical activity. The course prepares students for univer- sity programs in physical education, kinesiology, recreation, and sports administration.

***Prerequisite: Any Grade 11 university or university/college course in Science or any Grade 11 or 12 open course in Health and Physical Education***

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**Mathematics**

**Prerequisite Chart for Mathematics, Grades 9 to 12**

**Note: Advanced Functions (MHF4U0) must be taken prior to or concurrently with Calculus and Vectors (MCV4U0)**

**70%**

**65%**

**Recom- mended grade for success from**

**prerequisite course.**

Advanced Functions *Grade 12 University* **MHF4U0**

**75%**

**75%**

**65%**

**75%**

**65%**

Functions and Applications *Grade 11 University/College* **MCF3M0**

**75%**

**75%**

Mathematics for College Technology *Grade 12 College* **MCT4C0**

**65%**

**65%**

Mathematics

*Grade 10 Workplace*

**MAT2L0**

Mathematics for Work and Everyday Life *Grade 11 Workplace* **MEL3E0**

Foundations for College Mathematics *Grade 11 College* **MBF3C0**

Principles of Mathematics *Grade 10 Academic* **MPM2D0**

Functions

*Grade 11 University*

**MCR3U0**

Mathematics *Grade 9 Workplace* **MAT1L0**

Mathematics for Work and Everyday Life *Grade 12 Workplace* **MEL4E0**

Foundations for College Mathematics *Grade 12 College* **MAP4C0**

Mathematics *Grade 9* **MTH1W0**

Mathematics of Data Management *Grade 12 University* **MDM4U0**

Foundations of Mathematics

*Grade 10 Applied*

**MFM2P0**

Calculus and Vectors *Grade 12 University* **MCV4U0**

**MAT1L0**

##### Mathematics

Mathematics, Grade 9, Workplace

This course builds on previous learning and helps students develop a foundation of useful math- ematics skills and knowledge that will prepare them for further study of practical mathematics and for the effective use of es- sential mathemat- ics in daily living and in the workplace. It empha- sizes common calcula- tions, measurement, practi- cal geometry

and the use of mathematics skills to study everyday problems and applications***.***

***Prerequisite: None***

MTH1W0

Mathematics, Grade 9

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number

sense and operations, algebra, measurement, geometry, data, probablility, and financial literacy. Students will use mathematical pro- cesses, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their matematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

***Prerequisite: None***

MAT2L0

**Mathematics, Grade 10, Workplace** This course builds on previous learning and con- tinues the development of useful mathematics skills and knowledge that will

prepare students for further study of practi- cal mathematics and for the effective use of essential mathematics in daily living and in the workplace. It emphasizes common calcula- tions, measurement, practical geometry and the use of mathematics skills to study every- day problems and applications.

***Prerequisite: Any Grade 9 course in Mathematics***

MFM2P0

Foundations of Mathematics, Grade 10, Applied

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relation- ships.

##### Pathways To Success Course Calendar

Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects.

Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

***Prerequisite: Mathematics, Grade 9***

MPM2D0

Principles of Mathematics, Grade 10, Academic

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relationships and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigo- nometry of right and acute triangles. Students will reason mathematically as they solve multi- step problems and communicate their thinking. ***Prerequisite: Mathematics, Grade 9***

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MBF3C0

Foundations for College Mathematics, Grade 11, College Preparation

This course enables students to broaden their understanding of mathematics as a problem- solving tool in the real world. Students will ex- tend their understanding of quadratic relations, as well as of measurement and geometry; inves- tigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle owner- ship; develop their ability to reason by collecting, analyzing, and evaluating data involv- ing one and two variables. Students will consoli- date their mathematical skills as they solve prob- lems and communicate their thinking.

***Prerequisite: Foundations of Mathematics, Grade 10, Academic or Applied***

MCF3M0

Functions and Applications, Grade 11, Uni- versity/College Preparation

This course introduces basic features of the func- tion by extending students’ experiences with quadratic relations. It focuses on quadratic, tri- go- nometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equa- tions; and solve problems relating to finan- cial and trigonometric applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

***Prerequisite: Principles of Mathematics, Grade 10, Academic or Foundations of Mathematics, Grade 10, Applied with out- standing academic achievement***

MCR3U0

Functions, Grade 11, University Prep- ara- tion

This course introduces the mathematical concept of the function by extending student’s exper- iences with linear and quadratic relations. Stu- dents will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason math- ematically and communicate their thinking as they solve multi-step problems.

***Prerequisite: Principles of Mathematics, Grade 10, Academic***

MEL3E0

Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations

### Mathematics

of simple and compound interest in saving, in- vest- ing, and borrowing; and calculate the costs of transportation and travel in a variety of situa- tions. Students will consolidate their mathemati- cal skills as they solve problems and communi- cate their thinking.

***Prerequisite: Mathematics, Grade 9 De- streamed or Mathematics, Grade 10, Work- place***

MAP4C0

Foundations for College Mathematics, Grade 12, College Preparation

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze data using statistical methods; solve problems involving ap- plications of geometry and trigonometry; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and hu- man services, and for certain skilled trades.

***Prerequisite: Foundations for College Mathematics, Grade 11,***

***College Preparation***

MCT4C0

Mathematics for College Technology, Grade 12, College Preparation

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to repre- sent functions numerically, graphically, and alge- brai- cally; develop facility in simplifying expres- sions and solving equations; and solve problems that address applications of algebra, trigonom- etry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college tech- nology programs.

***Prerequisite: Functions and Applications, Grade 11, University/College Preparation***

MCV4U0

Calculus and Vectors, Grade 12, University Preparation

This course builds on students’ previous experi- ence with functions and their developing un- der- standing of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and ap- ply these concepts and skills to the modelling of real- world relation- ships. Students will also re- fine their use of the mathematical processes nec- essary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.

***Note: The Advanced Functions (MHF4U0) can be taken concurrently with or can pre- cede Calculus and Vectors.***

MDM4U0

Mathematics of Data Management, Grade 12, University Preparation

This course broadens students’ understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culmi- nating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for suc- cess in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

***Prerequisite: Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Prepa- ration***

MEL4E0

Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will inves- tigate questions involving the use of statistics; apply the concept of probability to solve prob- lems involving familiar situations; investigate accommodation costs and create household budgets; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

***Prerequisite: Mathematics for Work and Everyday Life, Grade 11, Workplace Prepa- ration***

MHF4U0

Advanced Functions, Grade 12, University Preparation

This course extends students’ experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigono- metric functions; broaden their understanding of rates of change; and develop facility in apply- ing these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

***Prerequisite: Functions, Grade 11, Uni- versity Preparation, or Mathematics for College Technology, Grade 12, College Preparation***

54 **Ursuline College Chatham Catholic Secondary School**

**Religious Studies**

##### RELIGIOUS STUDIES

**Prerequisite Chart for Religious Studies, Grades 9 to 12**

Religious Education: Discipleship and Culture *Grade 9 Open* **HRE1O0/HRE1OF**

Religious Education: Christ and Culture *Grade 10 Open* **HRE2O0/HRE2OF**

Faith and Culture: World Religions

*Grade 11 University/College*

**HRT3M0/HRT3MF**

Religious Education: Church and Culture

*Grade 12 University/College*

**HRE4M0/HRE4MF**

Faith and Culture: World Religions

*Grade 11 Open*

**HRF3O0**

Religious Education: Church and Culture *Grade 12 Open* **HRE4O0**

HRE1O0

Religious Education: Discipleship and Culture,

**Grade 9, Open**

This course engages students in the examination of the Christian narrative as revealed in Sacred Scripture. Students are invited to a deeper un- derstanding of both the joy and the demands of living out the call to discipleship as it is described in the Scriptures. Students explore discipleship as encountered in the Sacred Tradition of the Church (Sacraments, Liturgical Year and Church Teaching and Law), as part of their ongoing per- sonal growth and faith understanding. Students explore Catholic rituals, teaching, practice, mor- als and values, and virtues to facilitate a healthy and covenantal relationship with self, God and with others. Using theological reflection, they are challenged to explore the connections and disconnections of ethical concepts (enthanasia, abortion, sexuality, etc.) between the Church and contemporary culture. The course focuses on encouraging students to know and love by following in the footsteps of Jesus. As they learn of his words and deeds, they discover the im- portance of prayerfully serving the community to bring about the Reign of God.

***Prerequisite: None***

HRE1OF

Religious Education: Discipleship and Culture,

**Grade 9, Open (French Immersion)**

This course, taught entirely in French, engages students in the examination of the Christian nar- rative as revealed in Sacred Scripture. Students are invited to a deeper understanding of both the joy and the demands of living out the call to discipleship as it is described in the Scriptures. Students explore discipleship as encountered in the Sacred Tradition of the Church (Sacraments, Liturgical Year and Church Teaching and Law), as part of their ongoing personal growth and faith understanding. Students explore Catholic ritu- als, teaching, practice, morals and values, and virtues to facilitate a healthy and covenantal re- lationship with self, God and with others. Us- ing theological reflection, they are challenged to explore the connections and disconnections of

ethical concepts (enthanasia, abortion, sexual- ity, etc.) between the Church and contemporary culture. The course focuses on encouraging stu- dents to know and love by following in the foot- steps of Jesus. As they learn of his words and deeds, they discover the importance of prayer- fully serving the community to bring about the Reign of God.

***Prerequisite: None***

HRE2O0

Religious Education: Christ and Culture, Grade 10, Open

This course both invites and challenges the ado- lescent to personalize the Gospel values and social justice principles that guide Catholics in understanding their role in shaping culture as disciples of Jesus. Students will explore such foundational topics as: what it means to be hu- man, created in God’s image, what is culture, Christ and culture, living together in solidarity, social justice, prayer and sacrament, friendship and intimacy. Connections between the living Church and contemporary culture are explored in terms of what it means to be a responsible Chris- tian adolescent in a secularized, pluralistic world. ***Prerequisite: None***

HRE2OF

Religious Education: Christ and Culture, Grade 10, Open (French Immersion)

This course, taught entirely in French, both in- vites and challenges the adolescent to personal- ize the Gospel values and social justice principles that guide Catholics in understanding their role in shaping culture as disciples of Jesus. Students will explore such foundational topics as: what it means to be human, created in God’s image, what is culture, Christ and culture, living together in solidarity, social justice, prayer and sacrament, friendship and intimacy. Connections between the living Church and contemporary culture are explored in terms of what it means to be a re- sponsible Christian adolescent in a secularized, pluralistic world.

***Prerequisite: None***

##### Pathways To Success Course Calendar

HRF3O0

Faith and Culture: World Religion, Grade 11, Open

This course engages students in the examination of world religions, particularly Judaism, Christi- anity and Islam, First Nations, Metis and Inuit Spiritualties’, and locally appropriate religious tradition(s), if suitable. This is a survey course that will help students understand the basic simi- larities and differences between the religious tra- ditions so they can interact with others with ac- ceptance and familarity. Ontario is a multi-faith global community. Students will deepen their un- derstanding of the various faith traditions in their local community and around the world.

***Prerequisite: None***

HRT3M0

Faith and Culture: World Religions, Grade 11, University/College Preparation

This course engages students in the examination of world religions, particularly Judaism, Christi- anity, Islam and the First Nations, Metis and Inuit Spiritualities and a locally appropriate religious tradition. This is a survey course that will help students understand the basic similarities and differences between the religious traditions so they can interact with others with acceptance and familiarity. We live in a multi-faith global community. With the knowledge of this course, students ought to be able to understand more clearly the world’s religious affairs.

***Prerequisite: Grade 10, Religious Educa- tion, HRE2O0 or Grade 10 English, Aca- demic or Grade 10 English, Applied***

HRT3MF

Faith and Culture: World Religions Grade 11, University/College Preparation (French Immersion)

This course, taught entirely in French, engages students in the examination of world religions, particularly Judaism, Christianity, Islam and the First Nations, Metis and Inuit Spiritualities and a locally appropriate religious tradition. This is a survey course that will help students understand the basic similarities and differences between the religious traditions so they can interact with oth- ers with acceptance and familiarity. We live in a

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### Religious Studies

multi-faith global community. With the knowl- edge of this course, students ought to be able to understand more clearly the world’s religious affairs.

***Prerequisite: Grade 10, Religious Educa- tion, HRE2OF or Grade 10 English, Aca- demic or Grade 10 English, Applied***

HRE4M0

Religion: Church and Culture, Grade 12, University/College Preparation

This course enables students to deepen their un- derstanding of how the Church engages contem- porary culture with faith and reason, in pursuit of love, justice, and the common good. Students will have opportunity to learn how living the Baptismal vocation to a virtuous life, filled with the joy of the Gospel and nurtured by the sac- raments, can transform them and society from within, allowing God to reign in human hearts. Students will also refine research and inquiry skills.

***Prerequisite: HRT3M0 or any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies.***

HRE4MF

Religion: Church and Culture, Grade 12,

**University/College Preparation (French Immersion)**

This course, taught entirely in French, enables students to deepen their understanding of how the Church engages contemporary culture with faith and reason, in pursuit of love, justice, and the common good. Students will have opportu- nity to learn how living the Baptismal vocation to a virtuous life, filled with the joy of the Gospel and nurtured by the sacraments, can transform them and society from within, allowing God to reign in human hearts. Students will also refine research and inquiry skills.

***Prerequisite: HRE3MF or any university or university/college preparation course in social sciences and humanities, English, or Canadian and World Studies.***

HRE4O0

Religion: Church and Culture, Grade 12, Open

This course has the aim of assisting students in understanding themselves as moral persons liv- ing the way of Christ through an examination of sacred Scripture, and the experience and teach- ing of the Catholic Church. It engages students in critical reflection on significant contemporary moral and ethical issues in light of Scripture, Church teaching, and their own experiences (i.e., Theological Reflection). Social and ecological justice issues are explored along with a study of topics that focus on Christian mercy and forgive-

ness. The graces and challenges of every day

human living, understanding who we are, what we are called to be, and living in relationships, including marriage, and family life are explored from a Catholic perspective. Students are chal- lenged to adopt the Christian stance in the politi- cal world.

***Prerequisite: None***

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**Science**

**Prerequisite Chart for Science, Grades 9 to 12**

Biology

*Grade 11 College*

**SBI3C0**

Physics

*Grade 12 College*

**SPH4C0**

Environmental Science *Grade 11 Workplace* **SVN3E0**

Chemistry

*Grade 12 College*

**SCH4C0**

Environmental Science *Grade 11 University/College* **SVN3M0**

Science

*Grade 9 Academic*

**SNC1W0**

Physics

*Grade 11 University*

**SPH3U0**

Science

*Grade 10 Workplace*

**SNC2L0**

Science

*Grade 9 Workplace*

**SNC1L0**

Science

*Grade 10 Applied*

**SNC2P0**

Science (Space & Earth) *Grade 12 University* **SES4U0**

Physics

*Grade 12 University*

**SPH4U0**

Science

*Grade 10 Academic*

**SNC2D0**

Biology

*Grade 12 University*

**SBI4U0**

Biology

*Grade 11 University*

**SBI3U0**

Chemistry

*Grade 12 University*

**SCH4U0**

Chemistry

*Grade 11 University*

**SCH3U0**

**Pathways To Success Course Calendar**

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**General Science**

SNC1W0

Science, Grade 9

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, stu- dents will develop and refine their STEM skills as they use scientific research, scientific experi- mentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens. ***Prerequisite: None***

SNC1L0

Science, Grade 9, Workplace

This course builds on previous learning and helps students develop a foundation of useful science skills and knowledge that will prepare them for further study of practical science and for the ef- fective use of essential science in daily living and in the workplace. It explores the relationship be- tween science, society and the environment and emphasizes the use of practical science skills and critical thinking.

***Prerequisite: None***

SNC2D0

Science, Grade 10, Academic

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their sci- entific investigation skills. Students will plan and conduct investigations and develop their under- standing of scientific theories related to the con- nections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter.

***Prerequisite: Science, Grade 9,***

***De-streamed***

SNC2L0

Science, Grade 10, Workplace

This course builds on previous learning and con- tinues the development of useful science skills and knowledge that will prepare students for further study of practical science and for the ef- fective use of essential science in daily living and in the workplace. It examines current science issues related to technology, society, the environ- ment and the workplace and emphasizes the use of practical science skills and critical thinking.

***Prerequisite: None***

SNC2P0

Science, Grade 10, Applied

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics; and to apply their knowledge of science in real-world situations. Students are given opportunities to

### Science

develop further practical skills in scientific investi- gation. Students will plan and conduct investiga- tions into everyday problems and issues related to human cells and body systems; chemical reac- tions; factors affecting climate change; and the interaction of light and matter.

***Prerequisite: Grade 9 Science, De-streamed***

##### Biology

SBI3C0

**Biology, Grade 11, College Preparation** This course focuses on the processes that occur in biological systems. Students will learn con- cepts and theories as they conduct investiga- tions in the areas of cellular biology, microbiol- ogy, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts and on the skills needed for further study in the various branches of life sciences and related fields.

***Prerequisite: Science, Grade 10,***

***Academic or Applied***

SBI3U0

**Biology, Grade 11, University Preparation** This course furthers students’ understanding of the processes that occur in biological systems. Students will study theory and conduct investi- gations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoreti- cal aspects of the topics under study, and helps students refine skills related to scientific investi- gation.

***Prerequisite: Science, Grade 10, Academic***

SBI4U0

**Biology, Grade 12, University Preparation** This course provides students with the opportu- nity for in-depth study of the concepts and pro- cesses that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and popula- tion dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

***Prerequisite: Biology, Grade 11,***

***University Preparation***

***Note: It is strongly recommended that students complete SCH3U0 prior to taking SBI4U0.***

##### Chemistry

SCH4C0

**Chemistry, Grade 12, College Preparation** This course enables students to develop an un- derstanding of chemistry through the study of matter and qualitative analysis, organic chemis- try, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the envi- ronment. Students will use a variety of labora- tory techniques, develop skills in data collection

and scientific analysis, and communicate scien- tific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological ap- plications and processes on society and the en- vironment.

***Prerequisite: Science, Grade 10, Academic or Applied***

SCH3U0

Chemistry, Grade 11, University Preparation

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gas- es. Students will further develop their analytical skills and investigate the qualitative and quanti- tative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

***Prerequisite: Grade 10, Science, Academic***

SCH4U0

Chemistry, Grade 12, University Preparation

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electro- chemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific informa- tion. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the envi- ronment.

***Prerequisite: Chemistry, Grade 11, University Preparation***

##### Earth and Space Science

SES4U0

Earth and Space Science, Grade 12, University Preparation

This course develops students’ understanding of Earth and its place in the universe. Students will investigate the properties of and forces

in the universe and solar system and analyze techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial pro- cesses, and its geological history, and will learn how Earth’s systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and math- ematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

***Prerequisite: Science, Grade 10, Academic***

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**Environmental Science**

SVN3E0

**SPH4C0**

### Science

##### Physics

Environmental Science, Grade 11, Workplace Preparation

This course provides students with the funda- mental knowledge of and skills relating to envi- ronmental science that will help them succeed in work and life after secondary school. Students will explore a range of topics, including the im- pact of human activities on the environment; hu- man health and the environment; energy conser- vation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, prac- tical applications and current topics in environ- mental science, with attention to the refinement of students’ literacy and mathematical literacy skills as well as the development of their scientific and environmental literacy.

***Prerequisite: Science, Grade 9, De-streamed, or Science, Grade 9 or 10, Workplace***

SVN3M0

Environmental Science, Grade 11, University/College Preparation

This course provides students with the funda- mental knowledge of and skills relating to envi- ronmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental chal- lenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of ar- eas.

***Prerequisite: Science, Grade 10, Academic or Applied***

**Physics, Grade 12, College Preparation** This course develops students’ understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic sys- tems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applica- tions of physics on society and the environment. ***Prerequisite: Science, Grade 10, Academic or Applied***

SPH3U0

**Physics, Grade 11, University Preparation** This course develops students’ understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy trans- formations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of tech- nological applications of physics on society and the environment.

***Prerequisite: Science, Grade 10, Academic***

SPH4U0

**Physics, Grade 12, University Preparation** This course enables students to deepen their understanding of the physics concepts and theo- ries. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravita- tional, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scien- tific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

***Prerequisite: Physics, Grade 11,***

***University Preparation***

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**Prerequisite Chart for Social Sciences and Humanities, Grades 11 and 12**

**Social Sciences and Humanities**

Introduction to Anthropology, Psychology, and Sociology *Grade 11 University/College* **HSP3U0**

*Any Grade 11 or 12* ***University*** *or* ***University/College*** *preparation course in Canadian & World Studies, English or Soc. Sciences & Humanities*

Human Development Throughout the Lifespan *Grade 12 University/College* **HHG4M0**

Challenge and Change in Society

*Grade 12 University*

**HSB4U0**

Introduction to Anthropology, Psychology, and Sociology *Grade 11 College*

**HSP3C0**

HSP3C0

Introduction to Anthropology, Psychology, and Sociology, Grade 11,

**College Preparation**

Raising Healthy Children *Grade 11 Open* **HPC3O0**

HPC3O0

**Raising Healthy Children, Grade 11, Open** This course focuses on the skills and knowledge parents, guardians, and caregivers need, with paritcular emphasis on maternal health, preg-

HSB4U0

Challenge and Change in Society, Grade 12, University Preparation

This course focuses on the use of social science theories, perspectives, and methodologies to in-

This

course introduces students to theories,

nancy, birth, and the early years of human devel-

vestigate and explain shifts in knowledge, atti-

questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by so- cial scientists. They will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three dis- ciplines.

***Prerequisite: None***

HSP3U0

Introduction to Anthropology, Psychology, and Sociology, Grade 11,

**University Preparation**

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understand- ing of the approaches and research methods used by social scientists. They will be given op- portunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.

***Prerequisite: The Grade 10 academic course in English or Grade 10 academic History course (Canadian and World Stud- ies).***

opment (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young chil- dren, communicate with them, and effectively guide their early behaviour. Students will de- velop their research skills through investigations related to caregiving and child rearing.

***Prerequisite: None***

HHG4M0

Human Development Throughout the Lifespan, Grade 12, University/College Preparation

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy develop- ment as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by inves- tigating issues related to human development. ***Prerequisite: Any Grade 11 or 12 university or university/college or college prepara- tion course in Canadian and World Studies, English, or Social Sciences and Humanities***

tudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global in- equalities. Students will explore ways in which social science research methods can be used to study social change.

***Prerequisite: Grade 11 or 12 university or university/college course in Social Scienc- es and Humanities, English, or Canadian and World Studies.***

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Technological Deisgn

*Grade 12 University/College*

**TDJ4M0**

Hairstyling and Aesthetics *Grade 12 Workplace* **TXJ4E0**

Cconstruction Technology *Grade 12 Workplace* **TCJ4E0**

**Technological Education**

**Prerequisite Chart for Technological Education, Grades 9 to 12**

Communications Technology

*Grade 10 Open*

**TGJ2O0**

Communications Technology *Grade 11 University/College* **TGJ3M0**

Communications Technology *Grade 11 University/College* **TGJ4M0**

Computer Engineering Technology *Grade 11 University/College* **TEJ3M0**

Computer Engineering Technology *Grade 12 University/College* **TEJ4M0**

Construction Technology *Grade 10 Open* **TCJ2O0**

Construction Technology *Grade 11 Workplace* **TCJ3E0**

Technological Education

*Grade 9 Open*

**TAS1O0**

Custom Woodworking *Grade 11 Workplace* **TWJ3E0**

Custom Workworking *Grade 12 Workplace* **TWJ4E0**

Hairstyling and Aesthetics

*Grade 10 Open*

**TXJ2O0**

Hairstyling and Aesthetics *Grade 11 Workplace* **TXJ3E0**

Hospitality and Tourism *Grade 11 Workplace* **TFJ3E0**

Manufacturing Technology

*Grade 10 Ope*n

**TMJ2O0**

Manufacturing Technology *Grade 11 College* **TMJ3C0**

Manufacturing Technology *Grade 12 College* **TMJ4C0**

Technological Design

*Grade 11 University/College*

**TDJ3M0**

**Pathways To Success Course Calendar**

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**Exploring Technologies**

TAS1O0

**Techonlogical Education, Grade 9, Open** This hands-on course enables students to further explore the engineering design process and de- velop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety stan- dards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

***Prerequisite: None***

##### Communications Technology

TGJ2O0

Communications Technology, Grade 10, Open

This course requires students to complete a range of communications technology projects. These may include creating printed stationary, short scripts, computer generated animations, and graphical information displays. Students will learn to transfer information using electronic, live and graphic communications methods. The knowledge and skill they will develop will provide a basis for careers in areas such as publishing, advertising, print productions, animation, pho- tography and journalism.

***Prerequisite: None***

TGJ3M0

Communications Technology, Grade 11, University/College Preparation

This course examines communications technol- ogy from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie pro- duction; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an aware- ness of related environmental and societal issues and explore college and university programs and career opportunities in the various communica- tions technology fields.

***Prerequisite: None***

TGJ4M0

Communications Technology, Grade 12, University/College Preparation

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie pro- duction; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive

### Technological Education

new media. Students will also expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment. ***Prerequisite: Communications Technology, Grade 11, University/College Preparation***

##### Computer Engineering Technology

TEJ3M0

Computer Engineering Technology, Grade 11, University/College Preparation

This course examines computer systems and control of external devices. Students will as- semble computers and small networks by install- ing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use com- puter programs and interfaces to control and/or respond to external devices. Students will de- velop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in com- puter technology.

***Prerequisite: None***

TEJ4M0

Computer Engineering Technology, Grade 12, University/College Preparation

This course extends students’ understanding of computer systems and computer interfacing with external devices. Students will assemble com- puter systems by installing and configuring ap- propriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore post-secondary pathways leading to careers in computer technology.

***Prerequisite: Computer Engineering Tech- nology, Grade 11, University/College Prep- aration***

##### Construction Technology

TCJ2O0

Construction Technology, Grade 10, Open

This course requires students to design, build, and evaluate projects using design instruments and machine and hand tools. Students will solve technological problems through a variety of me- dia; identify and describe building materials and other resources needed to construct, maintain, and service buildings; identify support systems and components; apply safety rules related to materials, processes, and equipment; identify common architectural styles; and identify careers related to construction technology.

***Note: This course is primarily a wood- working course in which students will have the opportunity to develop generic ma-***

***chine and hand-tool skills while engaged in woodworking projects. Essential Con- struction outcomes will be experienced through the execution of these projects.***

***Prerequisite: None***

TCJ3E0

Construction Technology, Grade 11, Workplace Preparation

This course enables students to develop tech- nical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Stu- dents will gain hands on experience using a vari- ety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn con- struction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technol- ogy, and explore postsecondary and career op- portunities in the field.

***Prerequisite: None***

TCJ4E0

Construction Technology, Grade 12, Workplace Preparation

This course enables students to further develop technical knowledge and skills related to residen- tial construction and to explore light commercial construction. Students will continue to gain hands on experience using a variety of materi- als, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light com- merical construction. Students will also expand their awareness of environmental and societal issues related to construction technology and ex- plore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation.

***Prerequisite: Construction Technology, Grade 11, Workplace Preparation***

##### Custom Woodworking

TWJ3E0

Custom Woodworking, Grade 11, Workplace Preparation

This course enables students to develop knowl- edge and skills related to cabinet making and furniture making. Students will gain practical experience using a variety of the materials, tools, equipment, and joinery techniques associated with custom woodworking. Students will learn to create and interpret technical drawings and will plan, design, and fabricate projects. They will also develop an awareness of environmental and societal issues related to the woodworking indus- try, and explore apprenticeships, postsecondary training, and career opportunities in the field that may be pursued directly after graduation.

***Prerequisite: None***

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**TWJ4E0**

### Technological Education and Notes

project-based learning environment and may

Custom Woodworking, Grade 12, Workplace Preparation

This course enables students to further develop knowledge and skills related to the planning, de- sign, and construction of cabinets and furniture for residential and/or commercial projects. Stu- dents will gain further experience in the safe use of common woodworking materials, tools, equip- ment, finishes, and hardware, and will learn about the entrepreneurial skills needed to establish and operate a custom woodworking business. Stu- dents will also expand their awareness of health and safety issues and environmental and societal issues related to woodworking, and will explore careeer opportunities that may be pursued directly after graduation.

***Prerequisite: Custom Woodworking, Grade 11, Workplace Preparation***

##### Hairstyling and Aesthetics

TXJ2O0

**Hairstyling and Aesthetics, Grade 10, Open** This course presents hairstyling, make-up, and nail care techniques from a salon/spa perspec- tive. Using materials, processes, and techniques used in the industry, students learn fundamental skills in hairstyling, giving manicures and facials, and providing hair/scalp analyses and treatments. Students will also consider related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the field of hairstyling and aesthetics.

***Prerequisite: None***

TXJ3E0

Hairstyling and Aesthetics, Grade 11, Workplace Preparation

This course enables students to develop knowl- edge and skills in cosmetology and offers a variety of applications that will equip students to provide services for a diverse clientele. Students identify trends in the hairstyling and aesthetics industry, learn about related health and safety laws, and expand their communication and interpersonal skills through interactions with peers and clients. Students consider environmental and societal is- sues related to the industry and acquire a more detailed knowledge of apprenticeships and direct- entry work positions.

***Prerequisite: None***

TXJ4E0

Hairstyling and Aesthetics, Grade 12, Workplace Preparation

This course enables students to develop increased proficiency in a wide range of hairstyling and aes- thetics services. Working in a salon/spa team en- vironment, students strengthen their fundamental cosmetology skills and develop an understanding of common business practices and strategies in the salon/spa industry. Students expand their un- derstanding of environmental and societal issues and their knowledge of postsecondary destina- tions in the hairstyling and aesthetics industry.

***Prerequisite: Grade 11, Hairstyling and Aesthetics, Workplace Preparation***

##### Hospitality in Tourism

TFJ3E0

Hospitality in Tourism, Grade 11, Workplace Preparation

This course enables students to acquire knowl- edge and skills related to the food and beverage services sector of the tourism industry. Students will learn how to prepare, present, and serve food using a variety of tools and equipment and will develop an understanding of the fundamentals of providing high quality service to ensure customer satisfaction and the components of running a suc- cessful event or activity. Students will develop an awareness of health and safety practices, envi- ronmental and societal issues, and career oppor- tunities in the food and beverage services sector. ***Prerequisite: None***

##### Manufacturing Technology

TMJ2O0

Manufacturing Technology, Grade 10, Open

This course introduces students to the manufac- turing industry by giving them an opportunity to design and fabricate products using a variety of processes, tools, and equipment. Students will learn about technical drawing, properties and preparation of materials, and manufactur- ing techniques. Student projects may include a robotic challenge, a design challenge, or a fab- rication project involving processes such as ma- chining, welding, vacuum forming, or injection moulding. Students will develop an awareness of environmental and societal issues related to manufacturing, and will learn about secondary and postsecondary pathways leading to careers in the industry.

***Prerequisite: None***

TMJ3C0

Manufacturing Technology, Grade 11, College Preparation

This course enables students to develop knowl- edge and skills through hands-on, project-based learning. Students will acquire design, fabrica- tion, and problem-solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots, and control systems. Students may have opportunities to ob- tain industry-standard certification and training. Students will develop an awareness of environ- mental and societal issues related to manufac- turing and will learn about pathways leading to careers in the industry.

***Prerequisite: None***

TMJ4C0

Manufacturing Technology, Grade 12, College Preparation

This course enables students to further develop knowledge and skills related to machining, weld- ing, print reading, computer numerical control (CNC), robotics, and design. Students will de- velop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a

have opportunities to obtain industry-standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manu- facturing industry.

***Prerequisite: Manufacturing Technology, Grade 11, College Preparation***

##### Technological Design

TDJ3M0

Technological Design, Grade 11, University/College Preparation

This course examines how technological de- sign is influenced by human, environmental, financial, and material requirements and re- sources. Students will explore, design, build and assess solutions for different technological design areas including architectural, industrial, interior and landscape design, through the use of working drawings, AutoCAD software and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will ex- plore career opportunities in the field, as well as the college and/or university program re- quirements for them.

***Prerequisite: None***

TDJ4M0

Technological Design, Grade 12, University/College Preparation

This course introduces students to the funda- mentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustra- tions, presentation drawings, and other com- munication methods to present their designs. Students will enhance their problem-solving and communications skills, and explore career opportunities and the postsecondary education and training requirements for them.

***Prerequisite: Technological Design, Grade 11, University/College Prepara- tion***

**Pathways To Success Course Calendar**

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**NOTES**

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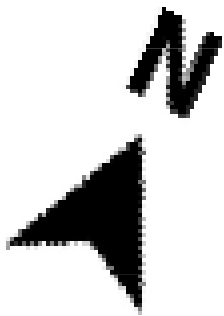
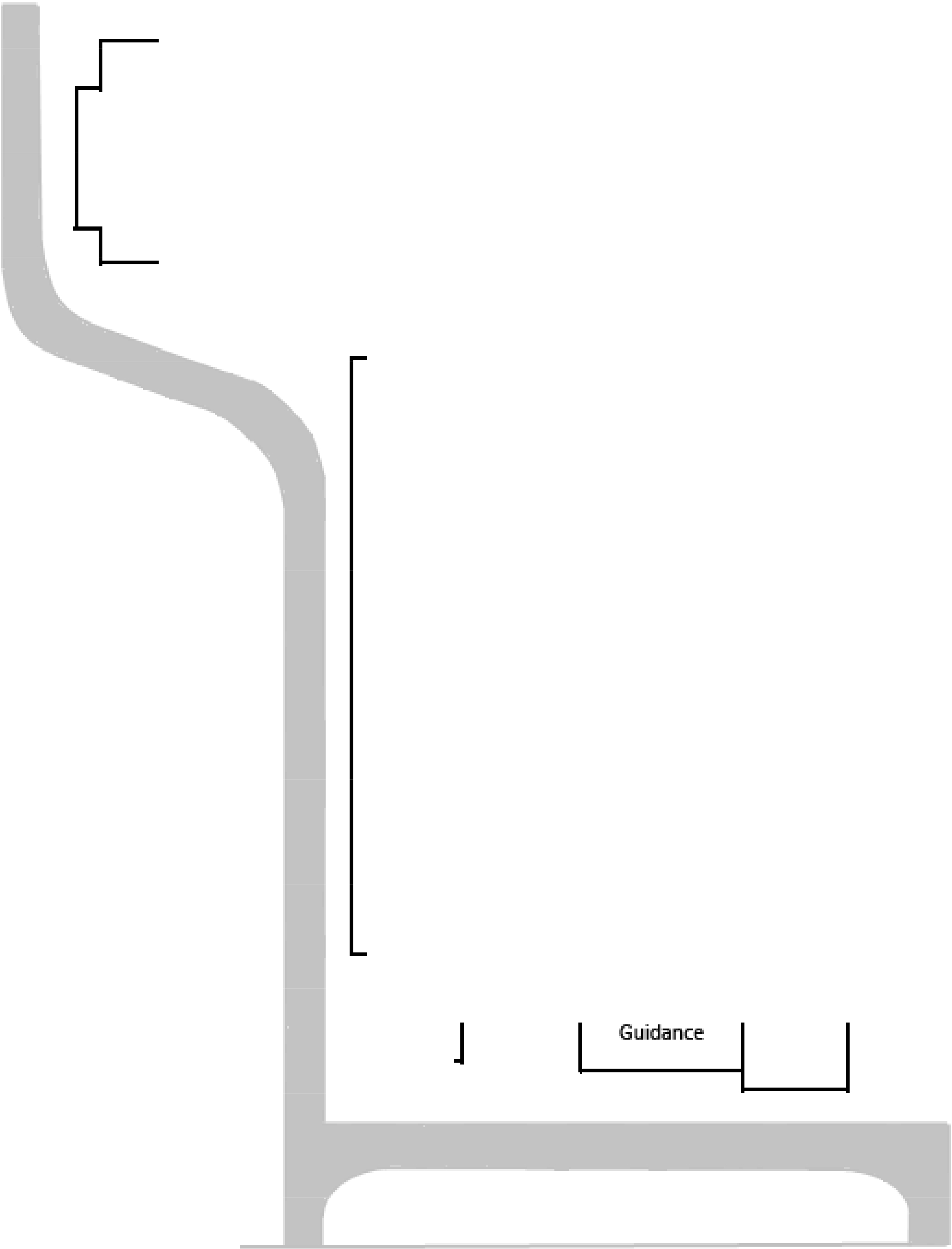
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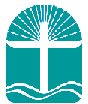
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## Grand Avenue West



This booklet was prepared by the Ursuline College Guidance Department. If you have any questions regarding the information in this booklet, please contact the Guidance Department at 519.351.2987 Ext. 25422 or e-mail the Guidance Secretary at [louise.kosik@sccdsb.net.](mailto:louise.kosik@sccdsb.net)



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